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ABSTRACT

The proceedings of the training institute include papers by Hans Myer on the nature of special education, goals for the handicapped by Marvin Beekman, identification of handicapped students by Ernest Willenberg, instructional materials by Wayne Lance, and the role of the Council for Exceptional Children by John Kidd. Transcriptions are provided of panel discussions on the learning process and educational planning and on trends and issues in administration and supervision. Also presented are the evaluation of the Institute and group discussions. (JD)

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TRAINING INSTITUTE IN ADMINISTRATION OF SPECIAL EDUCATION CLASSES

HILTON HAWAIIAN VILLAGE
NOVEMBER 6, 7, & 8, 1968
HONOLULU, HAWAII

DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
SPECIAL EDUCATION BRANCH
STATE OF HAWAII
MARCH 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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NOVEMBER 6, 7, 8, 1968

STATE OF HAWAII
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION BRANCH
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Mr. Edmund Toma, Principal, McKinley High School (Honolulu)

FOREWORD

"P. L. 85-926 PREPARATION OF PROFESSIONAL PERSONNEL IN THE EDUCATION OF HANDICAPPED CHILDREN"

The 1968 Training Institute in Administration of Special Education Classes was funded under P. L. 85-926 and approved by the U. S. Office of Education on April 23, 1968 for the following purposes:

1. Provide training session to improve principals' understanding of the special needs of handicapped students, clinical diagnosis and to improve administrative skills in supervising special education classes.

2. To help state and district educational officers understand administrative problems in operating programs for handicapped students.

Registration and Information Services:

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Mr. William Fujikawa, State Program Specialist, Mentally Handicapped

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Mr. Lester Tomokiyo, State Program Specialist, Speech and Hearing

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WEDNESDAY, NOVEMBER 6, 1968

8:30 A.M. - 9:30 A.M.	REGISTRATION - GOLD ROOM
9:30 A.M. - 10:30 A.M.	OPENING SESSION Mr. Lester Tomokiyo, Program Specialist, Speech and Hearing ANNOUNCEMENTS INTRODUCTION OF GUESTS Dr. Hatsuko F. Kawahara, Director Special Education Branch GREETINGS Dr. Arthur Mann, Assistant Superintendent Office of Instructional Services
10:30 A.M. - 10:50 A.M.	COFFEE BREAK
10:50 A.M. - 11:30 A.M.	HOW SPECIAL IS SPECIAL EDUCATION? Dr. Hans Mayr, El Dorado County Superintendent of Schools, Placerville, California
11:30 A.M. - 12:00 NOON	REACTION PANEL Dr. Ernest Willenberg, Chairman 1. Dr. Joy Gubser 2. Mr. Marvin Beekman
12:00 NOON - 1:00 P.M.	LUNCH - EMPIRE ROOM
1:00 P.M. - 2:30 P.M.	GROUP DISCUSSIONS (EMPIRE AND GOLD ROOMS) Group I - Elementary Principal - Empire Room Mrs. Frances DeSilva, Chairman Dr. Ernest Willenberg, Consultant Group II - Elementary Principals - Gold Room Mr. John McCarthy, Chairman Dr. Hans Mayr, Consultant Group III - Secondary, Intermediate School Principals - Gold Room Mr. Francis Miyahira, Chairman Dr. Joy Gubser, Consultant

Group IV - Secondary, High School
Principals - Gold Room
Mr. Edmund Toma, Chairman
Mr. Marvin Beekman, Consultant

2:30 P.M. - 3:30 P.M. SUMMARY

Principals and Dr. Hans Mayr, Chairman

3:30 P.M - 5:00 P.M. NO HOST COCKTAIL HOUR - EMPIRE ROOM

"HOW SPECIAL IS SPECIAL EDUCATION?"........Dr. Hans Mayr, El Dorado County
Superintendent of Schools,
Placerville, California, Chairman
of the California County
Superintendents' Legislative
Committee and Member of the
Council for Exceptional Children
Analytic Study of State Legislation

Unfortunately, I cannot give a true scholarly speech -- I am not a researcher by heart or intelligence. I am, like you, a hard-nosed administrator who has been privileged to be placed in various situations -- an elementary teacher, a school principal, a district superintendent, and several other administrative posts, and currently I am one of 51 elected County Superintendents of Schools in California.

In the last 25 years, I have seen many, many changes in special education -- more acceptance (less of a dumping ground), a better opportunity for all kids (not the end of the road), better testing and diagnosis and screening procedures, different curriculum, better financing, sequence from preschool, elementary and secondary, and a world of work for millions.

In preparing for these comments today, I asked our librarian to research all the materials in the literature. Ladies and gentlemen, I read and read -- the list is too long to mention. I wanted to reflect not only my attitude on this topic but also what others are thinking. Without exception, it appeared that both generalists and specialists agree that there are always children in every school who deviated from the average so markedly that they cannot be provided an educational program in a regular classroom befitting their particular handicap, whether it be physical, mental, emotional or a combination of these.

Let's take a look at some of the other categories that are included. We have mentioned the mentally retarded, the physically handicapped, and the emotionally disturbed; others are brain injured - brain impaired, learning disability groups, socially maladjusted (potential drop-outs), pregnant high school girls, educationally handicapped (our newest endeavor in California), economically disadvantaged or deprived, juvenile delinquents, academically gifted, and on and on.

Like the rest of us, these boys and girls are what they are because of developmental factors determined by a combination of genes, prenatal and postnatal environments. All of them, regardless of intellectual or physical levels, have the same deep-rooted need to be loved, wanted, recognized and provided the opportunity to communicate. It is estimated that one out of every eight children will fall into one or another category included in the definition of exceptional children and who require some form of additional support and training, whether it be in specialized programs or within the regular classroom. There is at least one exceptional child in every third, average-sized American family.

Why the growth and acceptance of the need for providing for these millions of young people? Time after time, legislators throughout the United States have passed legislation which has served to expand these programs. Has this been done entirely on the basis of human kindness? No! Let's take a look at another reason -- a matter of dollars and cents.

If a child is in a specialized school training program, we can estimate an expense of $15,000 to $20,000 over a twelve-year span. If this same child were to be institutionalized later, either in a state hospital, a prison, or become a welfare recipient, the estimated cost would exceed $100,000. In most states, the investment in special education is seen to bring economic return by making productive taxpaying citizens out of otherwise potentially dependent persons. I didn't realized until recently that the taxpayers in the United States pay over five hundred million dollars a year to operate, for the most part, inadequate and terminal residential care for the retarded.

It is very likely that, due to a variety of reasons, the percentage of exceptional children will be greater in the future. One of the major reasons for the expected increase in this field is the educational program concerning exceptionality that is being directed to the general public. Better and earlier identification will undoubtedly take place. Programs for preschool handicapped children, down to eighteen months of age and even lower in some states, are becoming common.

People such as you and me, teachers everywhere, are accepting this fact as a reality and are beginning to believe that these children have a moral and legal right to be included in our school system.

Where do you fit in as a school principal? As a general administrator, I recognize the diversity of pressures that impinge upon you daily. In spite of your many mundane and challenging responsibilities, as you go, so goes your school.

Those principals I have known who have taken a good, long, hard, intelligent look at the individual differences present among their students, have improved the educational program for all children. The principal is the key individual affecting the attitude of his teachers, his students and their parents, towards the child that is different. I don't care how many edicts come down from the central office -- the principal in many ways determines the future for these children. This is not philosophy; this is a fact.

Are you up to looking at yourself in the mirror each morning and telling yourself -- "that you believe in a compatible education for all, that you have brought together a team of various disciplines to determine the right road, that you refuse to be a stupid barrier to the future of these human beings." I am sure you would never want to be a party to the mutilation of the minds and hearts of children who logically, ethically, and medically belong in specialized programs. We are talking about millions of children, many of them right here in this Heavenly spot of the world!

I realize that all children are perceptive, and they quickly pick out the phonies, the "know-it-alls." None of you fall into this negative trap. These children don't need your sympathy. They need your compassion, action and understanding.

Have I come through loud and clear? Now, to a less sensitive area. How special is special education?

As always, we have people who espouse simple answers for complex problems.... people who say or write things they think we want to hear. We have a character like this in California. His first name is Max. He says the only way to learn to read is phonetically. I say it's one way among many.

Occasionally, we all hear -- in the teacher's room, the pool hall, the golf course, the bar -- that by reducing class size, providing an outstanding teacher (with all the help she needs), that all children can be provided for, without any specialized programs. It sounds great! I have never seen this kind of a program in operation.

The old debates over heterogeneous versus homogeneous grouping, and special versus regular class placement, continue and are joined by new ones over educational innovations. The question of isolating all types of handicapped children from normal children draws heated debate. One school of thought would integrate all types of children into the general classroom atmosphere as much as possible. Another theory maintains that the child will receive the best education in a separate facility. This area we could explore all morning. We know that normal children gain in experience and understanding by associating with handicapped children and vice versa. In my judgment, a team approach in which the school principal is one of the team helps determine the specific placement for each child. The expertise of experts and our common sense should provide a flexible philosophy. We cannot package each classification of exceptionality into a cellophane bag and say -- "here you are." Actually, as I see it, it is neither the goal of special education nor the philosophy of modern education, to place children in special classes merely because they can be labeled in some specific way.

Differentiated instruction within the regular classroom is the necessary first step. When this is ineffective or impractical, consideration should be given to special class placement.

At best, the establishment of a special class is only an administrative device. This in itself accomplishes little if any real gain for the exceptional child. Special classes for any type of exceptionality have value only if the children are placed in such a class with a positive understanding that their needs can better be met. In other words, we need a well-trained teacher who can utilize methods and materials that prepare that child in relation to his future as a human being. The justification of the objectives of special education and the unusual expenditures make thorough study and deeper knowledge of the effectiveness of results an imperative commitment.

It will probably remain true that special education, to be equally impressive, must present a more effective program than the normal, commonly accepted, educational activities. Let's take a further look into a potpourri of "how special is special education?" -- something like the wonderful nine-course Chinese dinner I tried to eat with chopsticks here last night.

1. Recruitment. Unless a topnotch teacher is waiting with open arms, I would hesitate to send any child into a special class. For the most part, at the beginning stages in the development of special education classes, the teachers were retreads; many administrators felt that any teacher could teach these children. Miss Jones can't handle thirty students, but maybe she can teach ten or fifteen. I notice today that we have a whole new ballgame.

Many young people are training specifically for this field. They are not in plentiful supply. Many districts are taking their finest teachers and paying for advanced work. Federal, state and organizational grants are also available to help fill the ranks.

How do we find special education teachers for Hawaii? One way is to develop a person-to-person relationship with the heads of universities' and colleges' special education departments throughout the United States. But, just to know the placement officer is not enough. Recruiters must have an understanding of your special education program. Many of the candidates want to know more about the types and caliber of your program -- not just dream about Hawaii.

The Council for Exceptional Children, with a membership of 38,000, now operates an interview service at its annual national convention, and publishes an Employment Bulletin twice yearly. This recently-established service provides administrators who are responsible for recruiting personnel with an opportunity to list available positions. Thousands of CEC members who desire a change in employment are purchasing the bulletins at a nominal cost in order to learn about opportunities that are open.

2. Inservice Training. This is an outworn term, but will become more and more important and necessary. The universities cannot provide the variety of know-how in all special fields. The isolated special education teachers--one here, two there -- cannot upgrade their programs by themselves. And although you, as the principal, are the educational leader for your school, most of you cannot provide this specialized assistance.

I could relate many types of programs to you; much information is available in this field from the various State Departments of Education, local school districts, federal agencies and universities.

3. Summer Demonstration Schools. This is another facet of upgrading programs. Bring your talented special education teachers together for a period of six weeks in the summer to work with exceptional children and demonstrate to other teachers, in a practical situation, the best practices of today. Utilize at the same time the talents available at the university and bring in additional resources if needed. To make such a program more attractive, grant college credit.

4. Curriculum Guides for Special Classes. Yes, I recognize that most of them are collecting dust. But these are not the kind I am talking about. About three years ago, the California State Legislature mandated to the schools in the state that guides be developed for the educable mentally retarded and trainable mentally retarded, or else. This action came after 21 years or more of mandated special education programs. The important thing was that hundreds of teachers (not a handful) in California, on a regional or intercountywide basis, were given released time over a period of two years (so many days per month) to develop realistic and usable guides. People from the State Department of Education and other specialists served as resource people. It is my feeling that these two programs in our state have been strengthened through focusing attention on the problem.

I am afraid that too often we have no continuity in our planning for preschool, elementary, secondary, and the world of work for exceptional children. Too often we do not utilize the specialists available to us in our planning. We don't involve our own teachers, parents of pupils, or agencies that can assist us with their ideas.

We either start or not start classes on a personal bias.

Do we really know how many handicapped children we are serving and why? Are they being taught adequately? Do we have any idea how many we are not serving? Are we more interested in the status quo -- why rock the boat?

Are we going to remove specific classification some day (hardening of the categories) and look deeply at the basic needs of all children?

It is my opinion, both in general and special education, that we have a lot of damn fools running around with a lot of half-baked ideas as to the solutions of the future. We come here not to preach, not to tell you what to do, not to give you a life-line, but we hope to stimulate thought and, hopefully, action. We recognize that those of you participating in this Institute hold the key to the future of children in this wonderful state. Please include the exceptional children in your plans!

It has been a great privilege for me to have this opportunity to share my thoughts with you on the topic, "How Special is Special Education?" Your planning committee and your State Department of Education are to be commended for providing this statewide workshop.

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Dr. Hans Mayr and Reaction Panel   Dr. Ernest Willenberg, Chairman

Dr. Joy Gubser:

I want to say first that I feel honored to have been invited to participate in the Institute. I have read for some time of the things you have been doing in special education in Hawaii and I have been impressed.

I do have some reactions to Dr. Mayr's presentation on how special is special education and would like to state them as concisely as possible.

An item that is of first importance in education is that the goal toward which the educational effort is directed be identifiable. It is hard at this time to tell what the goals of American public education are. They are different for different persons, different groups, and different interests. This is one of the reasons for the adverse involvement which school personnel sometimes have with the communities in which they work.

In the United States, education and schools have generally been held in high repute. In the minds of parents, they bode good for children. Children are quick to learn this and to indicate to parents when activities in which they wish to participate have school approval. On the other hand, the expectancies of parents where education is concerned are extremely high. When things go wrong in the country, either socially or economically, re-examination of the education program is soon underway. Remedies are suggested to the schools. A favorite solution to problems is to rely on the hope that those who work hard will succeed. As a result, children are given more homework which they are expected to do at night when adults have ceased their labor. The parent then becomes further frustrated when he cannot cope with the "new math" and the "new grammar" and give the added lift he is expected to contribute to the home assignment. In this situation it becomes imperative that education focus upon some attainable goals for realization of which it is prepared to assume responsibility.

It is equally important that special education set forth its goals. Not every handicapped child is the province of special education. The laws of the states often read "those who for their education require" special instruction because of a handicapping condition which would otherwise deprive them of this opportunity.

Limits also have to be defined as to the extensiveness of the special education program. There is real question as to whether any impediment to school achievement that takes in a large number of children is properly the function of special education. One category of handicapping condition which requires some parameters is that of learning disabilities.

The Oregon program of special education has since its inception included children with "extreme learning problems exclusive of mental retardation." Without some restrictions, this program could easily have included all children who experience any difficulty with reading. As it was, it dealt with children who were two years or more retarded in reading. The numbers of children who were included in this aspect of special education services became very large. For the program to survive, the standards for eligibility were redefined so that only those children with severe reading problems were accepted for special education.

There has already been some discussion of certification of special education teachers. All I want to say on this point now is that certification of teachers serves several purposes. One of course is to guarantee some degree of quality in the preparation of teachers in the public schools. Another is the status which attaches to holders of the certificate. Teachers from other states which do not certificate special education teachers not infrequently come to Oregon where the special certificates are required. This is the status factor at work.

There is also the question as to the advisability of special classes. Oregon has never relied very heavily upon special classes for handicapped children except in the case of the educable mentally retarded and the seriously crippled. There are no special classes for children with learning disabilities and very few for the emotionally disturbed. It has been our goal to keep the handicapped in regular classes relying upon the assistance which the large body of well-qualified classroom teachers can give. Where special classes have been established, the goal still is to return the child to the regular class if he can succeed there with some assistance from a special teacher. There is fair success in attaining this goal with the emotionally disturbed; it has been much more difficult with the retarded.

We would also raise question about the desirability of special curriculum guides for the handicapped unless it is for the special classes for the mentally retarded. This probably comes about because of the fact that we rely so heavily on inclusion of the handicapped child in the regular school program.

The last point I want to make relates to the role of the principal in the school. I would agree with Dr. Mayr that this staff member is the key figure in the operation of the school. Recently I had an opportunity to visit two elementary schools. In one the principal lacked the status symbol of good furniture in his office but it didn't really matter because he spent little time in the office. Rather, he was busy working throughout the building. Everyone in the school seemed eager and enthusiastic about what he was doing. The school had the assistance of many teacher aides some interns, and a number of community volunteers. It had also been a participant in an experienced teacher program. There were many groups of two, three, and four children who were receiving instruction in areas in which they had problems; there were many adults to give attention to them. This school seemed like a place where there was lots of activity. In the second school the floors were highly polished. No children were to be seen. The teachers were reserved; they were defensive; and some were inclined to be bitter.

As I went away, I reflected that this is the difference in the principals of the two schools. The classroom teacher, contrary to commonly accepted point of view, is not the key figure in education. The key figure is that individual in the school, or the district, who has accepted the responsibility for administration and who thereby determines the climate in which education is to take place.

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Mr. Marvin Beekman:

There are a few things that I'd like to re-emphasize, and one of them is what our dear friend just got through saying. I've spent most of my 40 years in special education, and I believe I left the city schools too soon because if I were there a few more years I could have been superintendent. No question about it. Special education has been about 15% of the students and now they're bringing in 20% more under learning disability, then we throw in the gifted. So I've come to the conclusion that I was born twelve years too soon to go into this kind of a thing. I have somewhat the same kind of feelings. I've always had that in my forty years and I think fundamentally, why should we have special education. And I say this sincerely. If we really did the job as we should be doing in education, we shouldn't have to have special education. But I guess as long as we're not going to do that job, we'll always have a place with these children that have individual differences so great that we can't meet them in the regular classrooms that are set up today.

Now I think if we've questioned what education and what special education has given, I think we'd have to agree that education has given us the groupings of heterogenous and homogeneous groupings. And if there's one thing that has come from special education, I think its the individual differences of children. I don't think there's any question in the world the impact that we have been receiving in the last few years from research, has shown that we're going to have to begin facing this problem of the individual learning needs of youngsters in readjusting to meeting these needs. So I would have to also agree that maybe we have moved too far in trying to be God's gift to all children, that maybe the time has come when we better put stick and dynamite under general education and say let's do a better job there and then we'll take over the driftwood area that has the tremendously individual differences. And there are some, there are many.

Sometimes, have you ever stopped to think, really, that in these times that a child can starve to death getting food out of a package in this modern world of plenty. I almost starve sometimes at the restaurant table trying to get a package of crackers open, let alone think of the problems a youngster would have in this world of plenty getting inside of some of the ways we have food. So there are problems where specific areas have got to be met in a complicated world that we move forward in.

I think there's another thing that brings us back into reality of what's different in special education, and what is it. I think it is the reality that the time has come when the sacred holy cow be I.Q.'d on by. I think the day of recognition is that the testing test what we want to test, and we listen to what we want to listen to in these areas involving children. I'm glad to hear Dr. Mayr talk about the problem of medical diagnosis and the problems it got us into when it comes to grouping and serving of children. And the day has come when we begin looking at this child at his educational evaluation problems in the grouping within the areas he needs. An evaluation really from taking a look at the spine isn't going to help you a great deal when it comes to setting up the problems involving how children learn.

I think that another thing that Hans kind of referred to as we went along is that of the problem of learning. I think sometimes we in special education have almost talked ourselves out of business. I believe that we are still to the point where children learn the same whether they're blind or deaf or they're retarded. It's the techniques of applying the learning that's different. I think that we've come through this long siege of looking for meeting children's needs. We've almost got to the point where we think children learn differently, and fundamentally I don't think the research studies I'm learning has still been disapproved that we learn too much except there are areas where we need techniques to apply the learning situation to them.

There's another one that I could argue a little bit with Mayr on, and this is the problem of recruiting. My 18 years as an administrator in the school system, I just could never sell chasing all over the country recruiting staff. I've always been a firm believer that if you build a good program, you give the teachers the kinds of support, the kinds of curriculum materials needed, a decent place to work in, and your programs are not dumping grounds, you'll get teachers. They'll want to work in your system and you don't have to run over from hell to bedlam trying to recruit people to come in. I've lived down that period for years and never had too great a problem. They've been thirty in the system of 35,000 school population having special education staff of 187 people. I think sometimes we forget in this area where we put teachers with the so-called bottom of the barrel and then also dump them in the bottom of the barrel furnace room in the basement or in the corner and forget them there.

Supportive services interest of a principal in what's going on in that room. Somebody where this teacher can have some communication with when the chips are down and the days rough. It's one of the biggest needs we have to these kinds of people that's struggling with the problems day in and day out, that are the mysteries basically of learning in life. So I would like to reinforce the issue. Yes, you may have to go because in the last ten years there's a tremendous push for people in this area. But behind it after you get them, unless you're going to give them some support, provide them with the equipment and tools necessary to do the job and a decent place to work, you're not going to hang onto them. They're going next door and you can bet your bottom dollar on that.

Now I think we've probably rambled along far enough and it's always nice to come on the tail end because things have been said so beautifully, but I would like to leave one last thing for you to think of that I don't think sometimes we really give a great deal of thought to.

We're thinking in democracy the great many change in problems. We've talked a great deal about the youngsters that are the push-outs of the high school system, and yet we in the educational field began developing push-outs from the day that we stepped foot in that front door. And yet each unframed youngster that is a push-out has an effect on the man that is a cash national product of this nation of approximately $400,000 in his life-time span. In other words, each handicapped child that we dump on society unable to take his place to become a tax-paying citizen, has a $400,000 necklace around your neck. Whether we like it to talk in dollars and cents, instead of human relationship problems, in this modern society, as Hans pointed out the problems of institutionalization and cost but he didn't also bring in welfare cost and everything else that comes around, but it's there. And unless you and I do a better job and provide the kinds of training for these youngsters that starts in the kindergarten or preschool programming, we can't help but end up with a greater millstone than you and I can afford to pay -- $400,000 a piece. That's a pretty big chunk when you multiply it out. Take a look at how many of these push-outs have been developed in your state that possibly could have been helped along the road. And remember the old saying that Margaret Mead has said so many times, that I try not to forget, "that the retarded cease being retarded the day they walk out of the schools and disappear in society." And after forty years of watching them I'm not so sure that she isn't more right than wrong. So with that I guess I'll turn it back to you, Ernie.

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Question from audience:

I would like to have Dr. Gubser expand a little on her statement, actually two statements, that didn't seem to go together. In one she stated that Oregon has rather high standards for certification of special education teachers. In the other, she said that in looking for special education teachers she looked for teachers who were compassionate where other people, and particularly children, are concerned. I ask that question because sometimes I wonder in our own State when we know that understanding and trained teachers are not available for special education classes, if it might not be better to take people with no special training at all, but who like kids and are people that kids would like. How much good is it to just find a body that has a teaching certificate to work with these children?

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Dr. Joy Gubser:

I'm really not prepared to answer your question because it is one I often ask myself. The basic question posed here is, in short, "Who is the teacher?" We have a model school program in our state which asked us a year ago to issue an elementary teacher's certificate to a girl who had attended four different colleges but had never made passing grades in the basic subjects in any one of these colleges. Four times she took English composition; three times she failed; the fourth time she passed with a grade of D. The only area where she seemed to have achieved at all was in one identified as "Body Movement," and in which she received a grade of A.

In our office, we have every reason to rely on the judgment of the administrative and supervisory staff in this school district. They stated that they had had a regularly qualifed teacher in charge of the class for which they were asking for special dispensation in certification. After two months, the qualified teacher, on the verge of a nervous breakdown, had to give up because of her inability to manage the children in the class. The district now sought to replace her with the girl who was acting as the teacher aide in the class. Her academic background is that described in the preceding paragraph. But she does have personal charm and she can manage the children in her class. Resource teachers available in the school where she is assigned assist her with her teaching.

The question that has been raised is, I think, a very important one. Not infrequently we see teachers who have met all requirements for certification in special education who cannot manage in the specialized situation. In these cases we have given approval to districts to employ teachers without special training but who have given evidence that they can relate well to children.

There is no research of which I am aware that indicates that teachers perform better in special education by virtue of the special preparation that is required. Particularly is this true for teachers of the mentally retarded, the emotionally disturbed, and the gifted. Exception would have to be made in speech correction, teaching of the blind and deaf, and possibly the crippled and otherwise physically handicapped.

The trend of our thinking in Oregon is that there does not have to be a special education certificate or a special education teaching norm for every medical categorization of disability that is identified. It is also common knowledge to those who work with the handicapped that handicaps do not occur singly. We are therefore interested in trying to identify that kind of preparation that seems essential for competent performance on the part of special education teachers, to require this for their licensure, and no more. If in doing this we could reduce the number of teaching norms for special education teachers to three or four categories, we feel this would be desirable.

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Dr. Ernest Willenberg:

I'd like to comment on this and comment also from personal experience on recruitment of teacher personnel for special education. We have over 1500 teachers of classes for handicapped children in the school district in which I work, and it has been our experience through the past several years that generally those teachers we recruit who are successful regular classroom teachers make the best special education teachers, in contrast to those who have not had regular teaching experiences before they came to us by way of the special preparation route. This is particularly true of teachers of children with learning disorders or learning disabilities. We've never been successful in with such teachers right out of college who've gone through special preparation first but who have not had prior regular teaching experience. As a matter of fact, the ones that we have recruited right out of college from programs in the eastern colleges and universities have felt that it would be wise for them to go back into the regular classroom to get some baseline experiences before they get into this type of work. Maybe some of the rest of you have different points of view, but I do maintain that in terms of teacher preparation programs, we've gone overboard in some states. There are those who say that if you take this preparation route you can be a teacher of a mentally retarded educable, if you take another you can be a teacher of the trainables, another route for the orthopedically handicapped, another for the health-impaired, another route for the speech handicapped, another for learning disability and on and on. First thing you know you've got seven or eight different preparation patterns. But all this doesn't make sense because the colleges don't really have the content for that many separate preparation programs.

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Dr. Joy Gubser:

I would concur with what Dr. Willenberg has said. The difference in the preparation programs for special education teachers often seems to be more in the order in which the courses are taken and the number of credit hours that are required than in the content itself.

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Dr. Ernest Willenberg:

Yes, it really boils down to the fact that you have teachers who are either prepared or not prepared to do a good job teaching children. I think the greatest emphasis should be upon learning and learning styles as related to the characteristics of the children. All teachers should have some knowledge of how to cope with the problems that certain divergent children present. And if specialized preparation like Braille and language for the deaf is needed, these things should be added on top of what teachers generally require. I think we're wasting time and money by requiring them to go through so many preparation tracks that just don't seem to have validity in relation to the teaching tasks confronting teachers in learning situations.

Mr. Marvin Beekman:

There are some interesting things going on involving transit trainable youngsters. We are in our third year and I'm quite positive we'll shift completely this way where we have taken one trained teacher in child growth development and four aides and had from ten children per teacher to forty with four aides. And our evaluation of the program after this number of years feel we are doing a better job than we did with ten children and one teacher. We didn't have this number of teachers.

This is a move again to using para-professional personnel, how these people are high school graduates, they're interested mothers. We put them through in-service training programs. There has been some interesting things happening on them. A number of these people have now undertaken college classes and I don't know if they are going to graduate, but they went back to learn a little bit more about this field at a little bit higher level. We have felt that to get the teachers shortage met, we were going to have to go to something different in using Cruickshank's study on the para-professional. We moved in this area of operation.

In regards to what you were saying on teacher certification. On my desk just before I left is a two-year study on teacher certification problem, State of Michigan, and they have recommended that we go exactly the way you said - one fundamental basic certification for all special education teachers.

THURSDAY, NOVEMBER 7, 1968

8:30 A.M. - 10:00 A.M.	ANNOUNCEMENTS - GOLD ROOM LEARNING PROCESS AND EDUCATIONAL PLANNING PANEL DISCUSSION Dr. Hans Mayr. Chairman 1. Mr. Marvin Beekman 2. Dr. Joy Gubser 3. Dr. Wayne Lance 4. Dr. Ernest Willenberg
10:00 A.M. - 10:20 A.M.	COFFEE BREAK
10:20 A.M. - 11:00 A.M.	REALISTIC GOALS FOR THE HANDICAPPED Mr. Marvin Beekman, Director of Special Education, Division of Special Education, State Department of Education, Lansing, Michigan
11:00 A.M. - 11:30 A.M.	TPEND IN IDENTIFICATION OF HANDICAPPED STUDENTS Dr. Ernest Willenberg, Director, Special Education Branch, Los Angeles City School Districts, Los Angeles, California
11:30 A.M. - 12:00 NOON	QUESTIONS
12:00 NOON - 1:00 P.M.	LUNCH - EMPIRE ROOM
1:00 P.M. - 2:30 P.M.	GROUP DISCUSSIONS (EMPIRE AND GOLD ROOMS) Group I - Elementary Principals - Empire Room Mrs. Frances DeSilva, Chairman Mr. Marvin Beekman, Consultant Dr. Wayne Lance, Consultant Group II - Elementary Principals - Gold Room Mr. John McCarthy, Chairman Dr. Ernest Willenberg, Consultant Group III - Secondary, Intermediate Principals - Gold Room Mr. Francis Miyahira, Chairman Dr. Hans Mayr, Consultant Group IV - Secondary, High School Principals - Gold Room Mr. Edmund Toma, Chairman Dr. Joy Gubser, Consultant
2:30 P.M. - 3:30 P.M.	SUMMARY Principals and Dr. Joy Gubser, Chairman

LEARNING PROCESS AND EDUCATIONAL PLANNING
PANEL DISCUSSION: Dr. Hans Mayr, Chairman

Secondary RME Level - Mr. Marvin Beekman:

I'm very questionable about how brilliant this is going to be this morning after a night on the town. I don't worry about one of these things. I swung with one three nights a week for two years. During my lifetime I've had quite a few very interesting experiences. One of them in mind was a guinea pig for the U.S. Army in stuttering back in 1928 when I went to a stadium hypnotism in speech, not as a corrective means but as a supportive means. And then back about six years ago I did a series of TV shows, "A Mandy Man After Five," aimed at women and household things for Dr. Hunter of Michigan State to see what the stuttering would do in front of the TV camera for three nights a week, and that was another interesting experience.

In Michigan, we have what we call the unholy four. Many of you know Dr. Van Riper stutter. Well, there's four of us who get together once a year. We go up North and let down. And it's just fascinating with the number of theories involving living with your problems, as many of you might know Dr. Van Riper is another one that has struggled with a speech defect and his theory is relax and talk about it. Then we have our dentist friend who says, "You can just learn to breathe on the outgo, you never study, you see." And then I have my pet philosophy. When the going gets too rough, go home, sleep it off on a beer.

Well, anyway we're supposed to talk this morning about learning process and training and I would like to reflect just a few things involving some of the things that I guess we have learned from doing a lot of follow-up and research on youngsters that have gone through special education. Some of you might have happened to see the study that Mrs. Beekman and I did on the retarded 200, where we followed 200 youngsters that were in programs in special education between 1932 and 1942. And then since 1952 we've done a very close follow-up on all special education students, hiring two people every summer to knock doors and follow them along the road to see what happens to them. We hope eventually to have some positive information instead of some of the guesswork we've been doing, in the future.

Now, if there are a few things we've learned, I guess from reviewing some of these patterns of youngsters, whether they are retarded, whether they are physically handicapped, whether they are blind, whether they are deaf, is that if you don't start building towards life adjustment and their trade skills at the elementary level, you're beat in trying to adjust them later on. In other words, what I'm saying -- the self imagery that develops in these youngsters of a constant failure situation, not only in relation possibly to their mental outlook, but to their physical and cosmetic outlook, you are beat.

Mr. Buntly that took over my position in the Lansing School showed me a week ago a study they've made over the last ten years. We started it and he's just completed it, of a look at our failures. And taking a look at the MR program for educables, if there was one group we had a constant failure problem with, was the group who never came in to special education until they were found at the junior high school level. Now who are they? They're the turtle group or the daffodil group in the elementary grade. You know the teacher divides them up by the turtles and so on and so forth. But when they get to the junior high school, that turtling's no more; he's gone; he's a dead duck and he either survives or fails. And then he gets thrown in with a big group and his real problems in personal adjustments, his real ego, comes into being a failure and our problems arise. They had something like a 69% failure group if they took a youngster into a special education program beyond the age of twelve. It can't help but give you something to think about when we were talking so long about the problems of not taking them into the program until they are at least eight. And I think the problem of self concept has been showing up more and more not only in special education but our problems in general education reflect exactly the same problems. And today we're closely examining, I think, in general education of how we are going to adjust this youngster that is in the constant failure situation.

Along with this there is another thing we sometimes forget, that fundamentally the trade skills of a handicapped individual may not be the vocationally oriented skills of manipulation of hands as we think about. But the real trade skills are his personality, his work habits, can he complete a job, can he carry through on an assignment, has he learned to be punctual or have you as teachers helped him develop the habit of always coming in ten minutes late because you feel sorry for the little cuss. There's a little pink bulletin over there called "How to Get Fired." It's a fascinating one. It's a study done again on youngsters that got fired on a job and why. Now the development of these skills start not at secondary level but they start at elementary level. Do you give Johnny so very much work he can never get it completed? Does he ever have the satisfaction of completing a job or does he always face a mountain of those seat-work books to keep him busy? I'm convinced that if we examine the elementary programs, we can build just as many of the concrete work habits in an elementary classroom that these youngsters need, and this is the place we're going to have to start, by a sensible approach to what we're doing, providing meaningful learning experiences. And meaningful learning experiences are just as valuable to a handicapped youngster as they are to a regular youngster, if not more so. I think if you re-examine the real basic needs (and I'll hit these more a little later on) you can see how in an elementary room and in a special room particularly the greatest stress should be placed on the development of his trade skills which are his personality and work habits.

Bill Mahoney who is a personnel manager of Oldsmobile Corporation--and most of our MH children drift in there where last year those on the line didn't do too bad. The average salary was $7,886, not too bad for being retarded has a standard answer to a question that people ask him quite often, "Why, when a youngster comes in do you always ask him if he has a high school diploma?" And Bill says, "We ask him but for one reason. Any youngster that can survive in a high school today with the teachers and their personalities and problems, if they can survive for three years there, they'll get along in the Oldsmobile plant." He said, "We can find out in five minutes whether they can read or whether they can write, and personally we don't care. I'm interested in if he can work next to the guy without losing him every five minutes. Can he follow through on the directions on the job we give him? Can he get here in the morning on time? Does he have respect for other people's properties?" Now, he said, "Look chum, you go back and train your kids in those kinds of things and we'll take care of the rest." I think in all seriousness it has a lot of implications because here's a man that in and out hires 15,000 people a year.

So when we talk about educational planning for secondary education, let's not forget that it begins with a realistic approach at the elementary level in meaningful learning situations, and not a lot of busy work to keep Johnny out of your hair. Then they too can have an opportunity for exceptional life adjustment.

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Learning Disability - Dr. Joy Gubser:

Learning disabilities constitute the newest category of exceptionality to be added to special education. Since it represents a new aspect of the special education program, care should be exercised in initiating the services it requires. The admonition which appeared on a sign marking a detour from a country road is appropriate here: "Choose your rut carefully because you're going to be in it for a long time."

The Oregon program of special education from its inception has carried as one of the categories of special education "extreme learning problems exclusive of mental retardation." This category was added because of the experiences of persons in Oregon who worked in the early traveling child guidance clinics. They made the observation that a large number of children they were seeing in the guidance clinics had problems in school as well. One of the school subjects in which these children usually had difficulty was reading. As a result, a lot of attention was directed to reading in Oregon's early special education programs.

Because of the sparsity of population in the state, there was provided in the first years of special education a general certificate for special education teachers. This certificate, which so far as we know was the only one of its kind in the United States at that time, was always the object of some skepticism among special educators who were interested in improving standards for special education teachers. It was the teachers with these certificates who taught children with extreme learning problems.

Standards for eligibility for special education because of extreme learning problems were based largely on reading disabilities. Children who were eligible for special instruction were to be at least two years retarded in reading and could not be below grade four. The reason for acceptance of these standards was that it was held that every child should have an opportunity to learn in the primary grades where the class was structured differently than it was in the upper grades and where the program emphasis was different. All young children were to have an opportunity in the regular program before receiving special education. Nonetheless, special education became heavily involved in a reading program and because of this large numbers of children became recipients of special instruction.

The program for children with extreme learning problems took different turns in different districts. In some districts there were special classes for children with extreme learning problems in which these children, 25 to the class, received corrective reading. Teachers often taught five or six of these classes per day. Regular teachers complained that children who had been in these special classes, when returned to the regular class on the assumption that as much as possible had been done for them, still could not compete with other children in the regular class program. This is a discouraging conclusion to accept especially after much effort, time, and money have been spent with the hope of effecting some improvement.

In recent years, thinking on this program has changed. New standards are being developed for identification of those children who are to received special education because of an extreme learning problem. The standards include the I.Q., not because this is thought to be so significant in itself but because in the past so many children were reported with I.Q.'s in the 80's and 90's, many of whom were already reading as well as they could. Another requirement is a thorough medical examination to be sure that the learning disability does not stem from a serious loss in vision or hearing or from other physical disability. Special instruction for these children is provided on a one-to-one basis - one teacher to one child. Instruction is given in the basic skills. The special teacher maintains a close relationship with the child's regular teacher since it is upon this teacher that the success of the special education is so dependent. The program emphasizes individual instruction in contrast to the special class; it has reduced the number of children who receive special education because of extreme learning problems but it does tend to identify the more difficult cases; it is accepting children from grades below four in the elementary school since experience shows that severe learning disabilities are not always eradicated for some children in the primary school program.

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Trends in Programming for MRT - Dr. Wayne Lance:

It is a pleasure to be here to represent the Northwest Regional Special Education Instruction Materials Center. I am very honored to be here among the distinguished panel members who represent so many long years of significant service in the field of special education.

I want to talk about trends and programs for the trainable mentally retarded, or as I should say in Hawaii, the mentally retarded trainable. I have to get those words turned around here, the MRT and the MRE. I would like to group these under trends that have come about because of changes in federal and state funding and then talk about some of the changes that have occurred because of changes in research emphasis, research findings, and finally if there is time, I may say a few words about teacher preparation programs pertaining to the trainable retarded.

Changes due to increased Funding by State and Federal Government.

The changes that are already occurring and that we can anticipate will occur in programs for trainable children because of federal funding has to do with the increase in the number of classes and in changing characteristics of the population we serve. It seems to me that some of the evidence indicates that as the number of classes are growing we are exhausting our waiting list of youngsters and are now beginning to accept youngsters into the class who ten years ago would not have been accepted by the public schools. Included are children who are younger, children who are older and children who are more severely handicapped, even some of the multiple handicapped children who might not have been accepted before. This follows from the assumption that once we have taken care of the main group of these children who we have previously identified as trainable, we then begin to yield (and rightly so) to some of the pressures of parents and others to accept the child who just doesn't quite meet the criteria for acceptance. If one of those criteria happens to be that the trainable child must be completely toilet trained and have a certain level of language proficiency, we find ourselves lowering that requirement just slightly. We find that we are successful, and so next year we take another child with even lower potential. If the type of children we accept into our program have anything to do with the curriculum, the curriculum should be changing for some of these children.

The trend in the institutions to place children in foster homes and out in the community means that we are going to have children of lower potential in our public school programs. So we are going to find that we are doing more and more, in helping children in the acquisition of very basic self-help skills. These have been a part of the program for trainable children for a long time. For these children then, a home-like environment in the school with numerous opportunities for teaching skills of dressing, bathing, toileting, is essential. The trend for admitting younger children into our TMR program is very encouraging.

Let me give you some evidence on a study that was conducted in Hungary; a study that was a six-to-ten year follow-up of 126 TMR children. It was quite evident in this study that of the 70 TMR youngsters who were exposed to special education, those who benefitted most were between the ages of four and six. The generalization that the authors of this study made was that the earlier the training began, the greater its effectiveness. The same study concluded that the equilibrating of activity and socialized behavior necessary for harmonious personality development could only be meaningfully induced in TMR youngsters before the age of ten. Certainly we are finding that with culturally deprived youngsters, with youngsters in many of our EMR classes, that we need to move the age level down. It is also becoming true in classes for the trainable mentally retarded. Not only will there be a need for an emphasis on basic skills, self-help skills, but also because of the low maturity level of these youngsters, parents are going to be involved in the training program, as I'm sure is the case in many of our programs right now. This means then that as teachers we should be working more and more with parents in helping them to become good teachers in the home. Teachers are going to have to know something about behavior-shaping techniques and will have to teach parents to teach children.

The implication from the admittance of older youngsters is that the curriculum for these youngsters who are 19, 20 and 21 years old is going to prepare them to become ready for the real world in which they're going to live. Specifically I'll suggest that the curriculum for the older TMR should include instruction in the appropriate recreational skills. If a program doesn't include instruction in bowling, instruction in perhaps playing pool and swimming, whatever the recreational opportunities might be in that area, then I would say that curriculum is badly lacking. This approach requires that the teacher go to the bowling alley with the kids. It includes instruction not only in how to bowl, but how to pay the fees, how to arrive at the bowling alley, the means of transportation, the appropriate dress, the social amenities that should be carried on. For some young adult TMR's I believe the curriculum should include provision for half-way house living experiences, a semi-independent living experience such as has been developed in San Francisco. Some young adult TMR's are now being place in work experiences outside of workshops. An example is in Orange County where youngsters were place in the Holiday Inn Motel to be trained not as maids, but as assistants to maids.

The implication here is that we're going to have to do some convincing of business men that they may have to create some new positions; not a charitable contribution on their part, but as in the case of the Holiday Inn in Orange County, they felt that a maid who could supervise four or five adult TMR's and could be more efficient and accomplish more with the same amount of money being expended as three or four maids who would do the same amount of work. You can see the implication for curriculum in a program like this.

Increased federal funding is already having an impact on year-around programs for trainable youngsters and for young EMR youngsters. One study by Harvey and others has presented some evidence that indicate the benefit of summer school. So often we hear teachers say in September, "the children have forgotten so much that they knew when they left here last May or June." Others who have had the children throughout the summer have indicated that they have been able to keep up the rate of learning and then have been able to take off on a much higher plateau in the Fall. The summer programs may include a continuation of the regular year-around program or they may have more of an emphasis on recreational and camping aspects. We don't have the evidence to indicate which is really the most effective type of summer program.

A final trend, and Hans Mayr referred to this yesterday, is the trend in the development of state and local guidelines. He mentioned California as an example of where opportunity was provided for teachers to come together and develop guidelines in a way that has never really been done before. I think that undoubtedly this will bring a measure of continuity between programs within districts, between districts, and among districts. Of even greater benefit, it seems to me, will be the stamp of approval that such guidelines will give to some of the existing practices.

While we are talking about curriculum guides, I'll mention the Yeshiva Curriculum for the Educable Mentally Retarded. This is a large scale curriculum development project being carried on by Herb Goldstein at Yeshiva University in New York City. This will be a very comprehensive social learning curriculum that will extend from grade 1 through 12 and is now in the initial process of being field tested. In fact there will be some field testing I understand, carried on in some of the primary classes here in the islands. And it will be interesting to see if a curriculum that is being developed in New York City for young EMR youngsters has any application for youngsters in Oregon, or Washington, or Hawaii. I'm quite enthused about this curriculum as I see it developing with the emphasis on social learning. As Marvin Beekman has mentioned this morning, it is importance to begin social and work skill training early in the primary grades. This curriculum was geared to do that very thing.

Changes Due to Research

Now to some changes that are occurring because of changes in research emphasis and research findings. There has been this problem in some schools about whether there should be an emphasis on traditional "academic type" curriculum for TMR youngsters. We have some studies to indicate, at least tentatively, that we may have been wasting an awful lot of time in teaching TMR youngsters to read in the traditional sense. The study by Warren that was completed some years ago after a review of the literature, and a study with 177 youngsters who had been through at least five years of "academic training," indicated that very few of these pupils were ever able to achieve a functional reading skill. Now by functional we're not saying the ability to read signs on doors and so forth. This can be achieved, but I mean a reading level in books and newspapers. It is my own feeling that we have wasted a lot of time in teaching basic reading skills to TMR youngsters to the neglect of some other very important skills. In Germany, the results of a study lead the author to conclude: "it is more important that the TMR child distinguish his own belongings and other everyday objects, than being able to distinguish the letter M from N or the letter D from B. Generally, one must question whether attempts to teach basic skills make life more accessible or compatible to the child." To strike a more positive note about what should be in the curriculum, let me list a few areas.

First of all, perceptual motor training, physical education and recreation are getting a tremendous amount of national emphasis at the current time due to support from the Kennedy Foundation, the American Association for Health Education and Physical Education and federal grants to a number of universities and districts. I could refer to a number of different individuals who have obtained significant results in terms of what happens when you have a structured physical education-recreation-rhythmical program for these youngsters. And I stress the word structured as opposed to a rather laissez-faire, free-play type activity that sometimes goes on in TMR classroom.

Secondly, laguage development. The term language-centered curriculum has been quite popular in classes for the trainable for some time, and I believe this will continue to retain its prominence in program for these youngsters. My understanding of the term language-centered curriculum implies that language experiences are pulled out of every type of activity that goes on during the day, the care and feeding of animals, the washing of cars, the baking of cakes, of trips to the bowling alley--all of these become a channel for language development. And I think this should continue, but I hasten to add that we also have evidence to indicate, particularly with young EMR youngsters, that there has to be some very structured language activities that go on in addition to those that are built around experiences and around units.

Third, social perceptual training. Work has been done by Edmonson in Kansas and she indicates that you can teach social-perceptual cues to TMR youngsters and can do it rather successfully. They can learn to sort out cues from what's happening around them and adjust their behavior accordingly.

A fourth area is vocational training, followed by the areas of art and music. Sometimes the emphasis on behavior modification techniques have caused us to neglect the areas of art and music and I certainly would not want to do this.

Preparation of Teachers

I would like to comment on teacher preparation programs. I believe that in training teachers to work with the MRT and the MRE youngsters, the practicum experiences are the real heart of the teacher preparation program. This includes observation activities for the student, hopefully beginning in the sophomore and junior year, if not before. The college instructor should be intensely involved in the observation of pupils along with the student. We shouldn't send the students out to observe a bunch of youngsters and then have them come back and make a report. Some interchange should go on between the instructor and the students as they are observing the learning process with mentally retarded youngsters. Burton Blatt has made a real contribution in this area as to how we can become involved with teachers and helping them become trained observers of children. You'll recall in the work of Montessori that she emphasized the importance of a teacher being a trained observer. You have to learn to look for significant experiences that are going on with children before you can really be a good teacher.

Secondly, I think it's important that students in our program have opportunity to participate in behavior modification experiences of successive complexity with TMR youngsters of various age groups. We've talked a lot about behavior modification. I think we know enough now that we can begin to have our students participate in a number of experiences, again in their junior and senior year, on a one-to-one basis and with the involvement of the college instructor. Even more important, as I look back upon my own experience, is the opportunity for teachers to have a number of live-in experience with TMR youngsters for a period of two or three or four days at a time. As I recall, the times when I went to camp and lived with youngsters for several days, I learned far more about the trainable child than I ever did in any college classroom or even in a student-teaching situation. I begin to realize some of the problems they had in dressing and some of the problems they had in sleeping at night. I in effect became a parent of that child for several days. It had quite an effect upon the way in which I reorganized my curriculum when I went back into the classroom. The college instructor again should live in, too. It may help to modify the ivory tower syndrome!

Practicum experiences that are integrated with the curriculum and method courses are essential. For example, if an instructor is teaching language development for the EMR or TMR youngster, to make it really meaningful, there has to be observation experience to go right along with the theory. Students should have an opportunity to go out and try out a program right now. Too often an instructor talks about curriculum this semester, and then its next semester or maybe even next year or the year after before the student gets out into the classroom to do any student teaching. By then he's really forgotten what the instructor said about curriculum and methods and it doesn't have much effect.

All of these practicum experiences lend themselves to the necessity in teacher-training program to include instruction in the use of various scales and instruments for diagnosing the level at which the child is functioning. There are a number of these that are available now and quite helpful. Some of these are the Vocational Competence Scale, the TMR Performance Profile, the Purdue Perceptional Motor Survey, and a whole list of such instruments that the teacher needs to be skilled in administering and interpreting, and then on the basis of these, prescribing programs for children. I think teachers of the trainable can also be proficient in the use of video tape recorders in the classroom. Although all the evidences aren't here, my own feeling after using some video tape recorders with TMR youngsters, is that this can be a significant media for helping them to gain a better concept of their body image, as well as any number of applications that can be made in the area of the social development of the child.

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Physically Handicapped - Dr. Ernest Willenberg:

Being the last person, I guess my position is that of clean-up man. And the clean-up man in this instance has the job of discussing the physically handicapped which includes all catergories of children who are impaired physically. Ordinarily when we use the term physically handicapped, we may limit our concept to those who have orthopedic or crippling or health conditions. I want to say that my concept of this topic includes these conditions as well as children who are visually and hearing impaired. I will try to approach this subject a little bit differently in order to zero in on learning, learning in particular and talk about learning as it relates to the different handicapped groups.

Let's first of all make some assumptions about learning. I think educators know a lot more about human learning than ever before. This assumption is based upon the trends taking place in colleges and universities with respect to an emphasis upon learning in teacher preparation; the experiences gained from military psychology and so forth. Let's examine some of the assumptions that would be applicable to learning as it relates to our assignments in special education. First of all, let's recognize and accept the fact that really we have no instrument -- no device to pre-determine intellectual capacities of children. We've assumed intelligence test gives us this information. These tests do not do that. They do not pre-determine intellectual capacity. They merely give us a rough index of intellectual capabilities based upon a child's current performance.

What about this I.Q. business? I've heard so much discussion about I.Q.'s during my career. The older I get the more disenchanted I become with the idea that an individual intelligence test has any great value in classifying children and in helping teachers to teach youngsters. The I.Q. score tends to imply a fixed ratio and to rank an individual with a statistical index which is regarded as a ceiling for his intellectual performance. This is one reason why we gripe about I.Q.'s. It's not that the I.Q. in and of itself is malignant. It's how we use the thing that sometimes give us distress. And when a child has an I.Q. of 90 and we say this is a 90 child, we tend to put a ceiling on him and lower our expectations in relation to his potential. The perception of that youngster as a 90 leads to the expectation of performance on an index of 90. Here we have the explanation for the fact that youngsters who are in special education classes for the mentally retarded, particularly the educable mentally retarded, are youngsters by and large who perform less well in the special classes than comparable youngsters in regular grades. Their I.Q. levels are not so well known or employed to imply such a fixed ceiling on intellectual performance in regular classes.

We have no way, we have no device, of accurately determining the rate by which a child can learn. We simply infer that the bright child can learn faster and the dull child will learn slower. But we don't have any foolproof device to give us this information about children's learning rates. There are different rates of learning in relation to the tasks children perform. There is no one constant rate insofar as all areas of learning are concerned. Some children will learn faster in reading than in arithmetic and vice versa. Some will learn faster in language than in science or some of the other content areas. We do not have suitable instruments for determining the direction and strength of motivation. How I wish we did! A device that would tell us how well children are motivated or in what areas they are motivated would be invaluable in teaching them. But we don't have it. We have to derive this information by interaction with the child himself. Measures of social skills and adaptability offer little assistance in over-all pupil assessment and evaluation. After all the things I have said about what we don't have you may agree with Dr. Gallagher's recent statement that in the office it appears, "we can't get there from here." Dr. Gallagher made this comment relative to the preparation of teachers. You know the demand for teachers continues to increase to such an extent that no matter how much money the U.S. Office of Education pours into fellowships and traineeships, we're not going to be able to catch up with the demand. And the implication is that we have such poor teacher preparation models we're going to be in an increasingly difficult position insofar as the future is concerned. Perhaps this dire prediction can be modified because we have other ways of accommodating. But what are some of these things? What about the learning process as it is related to the various types of physically handicapped pupils?

What are teachers going to be dealing with when they involve, when they engage, children in learning? They're going to be dealing with modalities for learning, and what are these modalities for learning? There are the sensory, the visual, the auditory and the tactile modalities. We've had several comments during this conference about phonics, and about those who would contend that there is only one style of learning. According to some, you either teach children using phonics or, if you don't do this, well you just simply aren't teaching them. And then we've had the comments that there are many different approaches of teaching youngsters using several modalities. My point of view is that we should employ any and all modalities that work. But I want to make a special point. If you are not aware of the significance of the auditory modality for learning it would be well for you to visit a school for the deaf and learn how important hearing is in the learning process, and what teachers of the deaf have to contend with when they are not able to employ the auditory modality in teaching. See the struggle that goes on when they are relegated to employing almost entirely the visual and tactile cues, and how difficult it is for the youngsters to learn when they do not have the sense of hearing. The one thing that we have not fully accepted, or perhaps recognized and accepted, is the validity, the relevance, of auditory perception in teaching. We have said so much and there's been so much literature on visual perception but so little on auditory perception that it's a crime. I wish we would declare a moratorium on visual perception for awhile and shift over to auditory perception so that we could get a little better balance between the two. We take it for granted because we have hearing. We learn our speech through hearing, develop our language and concepts. The cognitive processes are facilitated so well by what we hear naturally that we may assume learning is going to take place whether or not the auditory modality is considered particularly.

Another modality for learning other than the sensory modalities that I have mentioned has to do with the response mechanism. The individual responds in a motor way or he responds in a verbal way. And these response modalities are equally important because they are a part of the total learning process. And then finally the reinforcement modality. We've had reference to the M and M and other primary sensory types of reinforcement. But these are the most primitive reinforces and ordinarily one does not have to resort to that type of reinforcement.

There are others, the social approach. The social approval approach is ordinarily the type of reinforcement approach that teachers employ most frequently. And then finally the feedback where the child himself recognizes--he's able to monitor whether or not his learning is successful. These are the learning modalities with which teachers should become more familiar in the analysis of how to teach children more effectively.

Since I have talked about these modalities, I will turn to some of the functions that facilitate or impede learning. Here we get into analysis of handicapping conditions and what effect these handicapping conditions have upon the employment of modalities just mentioned. Acuities--the visual acuity, the auditory acuity--if these acuities are lacking or if they are impaired, naturally input will be impaired and to some extent reinforcement will be impaired. If a child is deaf, you can't use the auditory modality; you have to use the visual one.

Set is another type of function and set here has reference to prehension, the readiness of the individual to receive the stimulus. And set refers to input, response, as well as to reinforcement. Perception has reference to the individual's ability to receive stimulus. Storage refers to the individual's ability to remember. Dexterity can be the dexterity that facilitates oral communication as well as the dexterity that is more apparent, such as motor dexterity. The ability of the individual to order his thinking, to order or to arrange and order his information; the ability of the child to defer his responses at a more appropriate time and to utilize that information when it is appropriate to use it; the determination of the effectiveness of reinforcement--these are all types of function with which teachers should be familiar in dealing with the various categories of handicapped youngsters and in knowing how to employ the appropriate learning modalities.

Now, content areas. It's my belief that since such a large proportion of physically handicapped youngsters are multiply handicapped, we have to organize our instructional opportunities for these youngsters in a manner different from the typical organization of instruction in the past. In the special education program in my school system we are undergoing a radical change in organization as well as instructional program. We are moving in the direction of a non-graded program of instruction for handicapped youngsters involving team teaching and flexible grouping based upon individual assessment of pupils in which teachers themselves are the primary assessors. They will help to prescribe ways of instructing these children in the on-going program, whether the youngsters remain in the special school or return to regular schools in which their offerings are provided. We believe we can provide this non-graded program in four basic strands and I'm going to go into this information in greater detail at 11 o'clock.

Four major categories of curriculum organization of materials have been sequenced starting with communication skills, and communication skills means the oral as well as the written communication skills. These skills have been sequenced starting from 18 months of age developmentally. So far the materials have been sequenced up to nine years and nine months developmental age. We have dealt with the area of science and math and health, and have termed this area the quantitative-qualitative area. The social area has been done likewise (history, civics, social skills), and the physical area.

We had a very interesting experience in developing these materials. Our consultants found that when they pulled back and determined the sequences for youngsters as far back as 18 months of age, that there was a common denominator for all of the different curriculum areas and that common denominator was language. The communication skills area, the quantitative and qualitative area, social and physical areas all reduced back to this one common denominator of language. Language is primary to all of these different activities.

It is important for us when determining how to work with physically handicapped youngsters to assess the starting point for a child by determining where he fits in the developmental materials that have been prepared for his instruction. This is his entry level for the program. Learning should proceed in accordance with the appropriate modalities that have been indicated. And the child's program then becomes individualized as he is encouraged to make as much progress as possible for him to do so in relation to the non-graded program format. I feel that the non-graded approach to instruction, particularly for physically handicapped youngsters, is going to yield useful results. It will be beneficial not only in terms of the multiply handicapped children who are engage in the program, but I believe that regular schools are going to see implications derived from our experiences in special education.

REALISTIC GOALS FOR THE HANDICAPPED.......Mr. Marvin Beekman, Director of Special Education, Division of Special Education, State Department of Education, Lansing, Michigan, former Director of Special Education, East Lansing Schools, Michigan

The topic today is a most interesting one. The real question is how practical have we been and how practical can we be in meeting the needs of the handicapped in an educational program? I, sometimes, think we have segregated these people out of our society by misunderstanding and by not realizing the cultural and inter-personal problems that these people develop by living in a society that does not accept them. I have often wondered if it is not the same problem as we have trying to live with other nations and not understanding their cultural beliefs and problems.

Let's look at a typical example of this. Any of you, who have ever studied the cultural background problems of the Japanese, realize that the first moral obligation they have in making a friend is to get his friend so involved in personal obligations that when the time comes for him to ask for an obligation the friend cannot refuse. Now this is wholly and honestly accepted by the Japanese. Try to get your friends so involved and so indebted to you that they cannot refuse to give a favor when you ask it of them. For instance; when the Russians go to the Japanese and say, "We will give you 10 billion dollars but you must do this, and this, and this." They accept this with no question because they know exactly what the Russians are asking. But when the United States comes in and hands them 10 billion dollars and says, "We want nothing, you just use it to the best of your ability." They have a faith and strong question in their minds that some time the United States is going to ask a real favor and they don't know what it is going to be and so they have great suspicions.

I have a real question that our problems with our crippled are not the same thing. We don't understand their own culture and their own inter-personal relationships and we view some of these things with a great deal of misunderstanding and suspicion.

Let us look at the problem of the crippled child or the crippled adult in our society. For the last 50 years, and this is how long we have been interested in them within the public school programs, we have segregated them off by themselves and in many places in the country have built palaces dedicated to the crippled child so that they can live all by themselves perfectly content and happy. We have spent years always talking about the disability of the youngster and have never talked about his abilities. The people who some day will have to employ this child, when he grows to manhood, with his disability areas, will have never had the chance to live with him and see what his real abilities are. Is it any wonder that we have a misconception on many of the problems involving the handicapped?

H. V. Cobb, at the National Conference of Social Welfare in San Francisco, said, "It is only recently that the climate of public opinion towards the handicapped has begun to swing from a policy of isolation from a community to a policy of social inclusion within the community." We can look to another statement made the same way when H. R. Kelman, in the meeting of the American Society of Mental Deficiency, points out, "Emphasis has shifted from the segregation of the retarded from society, to the integration of the retarded into society." We can look further from the same observations that are being made when Margaret Meade states, "The need for a nation, state and community to look within and analyze its own attitudes towards individuals whom it calls retarded, similarly a nation and a community must learn more about its retarded citizens so that it can build a culture in which they can belong."

I think that you and I can agree that basically the handicapped, both the physical and the retarded, are the major underprivileged group in our society, who suffer from poor housing, clothing, undernourishment and usually underpaid labor that nobody else wants to do. They are usually shut off in the fringe areas of our society to fend for themselves and the Biblical injunction "to love thy neighbor" is not interpreted to include the crippled or the retarded. Even by people, who claim to be Christians, they are really aliens in our own land. Now what have educators done to help in this concept of the handicapped?

Many of you have studied the background and history of the problems of the handicapped as they have come forward. I don't think that I have to impress upon you too much that the early research was not done by educators basically. Look back in France with the early research done on the retarded and it was done by who? The doctors of the country. Look at Italy and where was the famous research on the handicapped carried out - by Dr. Montessori, the courageous woman who in order to get her doctors degree had to work in the laboratories after everybody else had gone home. And yet we can look to the United States and who is leading to the real modern philosophies in dealing with the handicapped child within the public school and taking a lead in the philosophies that should be developed - none other than Dr. Howard Rusk, again an M.D. One can look across the country today and the schools have set up isolated rooms and in most places have isolated them not only in rooms in one section of a building but have isolated them to the elementary school, forgetting that these children could never function within a normal peer group with this level of operation.

A recent release from the U.S. Office of Education showed that 66% of the children served, who are handicapped, are served in the elementary schools only and this did not include the mentally retarded who in very few places have a chance to view and live within adult groups in a secondary school situation. Allowing a retarded or a young adult crippled child to be a part of and not a part from is heresy in most parts of the country today.

As we move along in some of the problems of the handicapped, let's look at one of the segments that is going to cause a great deal of commotion and interpretation of philosophy because as polio cases are disappearing from our orthopedic schools we are being besieged with cerebral palsy cases to which a large group are mentally handicapped either academically or otherwise. Let's look at the question: "What is mental retardation?" Certainly, it is not a unitary thing or a disease entity but rather it is frequently the result of multiple causations, not the least of which is education and social deprivation. Kelman argues that it is a symptom and an end product of a variety of processes and causes. Clark, in his studies in England, came to the conclusion that the concept of retardation is not a scientific one but a social, legal, and administrative problem. In recent years research has shown that tested intelligence is only one aspect and with a 50 to 75 I.Q. and with the educable retarded group, as they are called, probably the least important factor. Other considerable research has demonstrated that personality factors are more significant than tested intellectual level in carrying out tasks involved in working adjustments reported on Lansing study. Even in 1947 H.R. Nauer, in the Journal of Mental Deficiency, reported after a study of 300 mental defectives that cultural and emotional disturbance might account for the large educable group. And further along the same line let me quote from the famous English doctor, Dr. Elizabeth Marguerite, after a long study, comes up with two classifications that she recommends we divide the mentally handicapped into: (1) the severely subnormal or approximately the 50 to 60 I.Q. level, and (2) the psychopathic personality grouping or the 60 to 80 I.Q. Now, basically, it would be hard to justify the use of the latter term because, I think, research has shown that probably there is not a greater number of psychopathic personalities in this group than there is in the normal classifications. But in attempting to answer the question, "Who is retarded?" it should be kept in mind that for all practical purposes a person is mentally retarded only so far as this difficulty interferes with the ability to function in a society in which he lives. I think that you and I, basically, will both have to accept this type of a definition. Retardation, then, at the educable level, at least, is a relative condition, conceivably a person who may function on both the retarded and non-retarded levels depending upon the situations he faces at any one given time. For instance, many of you can give many illustrations of youngsters who intellectually and academically operate at a low level but in some of the mechanical skill areas can do many things that people with a much higher intellectual testing level could never function at. (Illustration of automatic transmission in an automobile.)

I think that many of you can think of many illustrations, in your own mind, of youngsters you have known who have had the same problems. Sarason, in 1958, forcefully presented the facts in his study on culture and acceptance of the retarded to society. His later research indicated, also, that a substantially large percentage of those individuals place in special rooms for all practical purposes ceased to be retarded upon dismissals from public school classes. Margaret Meade, again, reported in the 1959 Journal of Mental Deficiency, in an article entitled "Cults or Cure." She points out that large numbers of people cease being very feeble minded the day they got out of the public schools. Could it be that this large group of educables are not retarded? Are we justified in labeling them as mentally retarded? This is a fascinating question and it is a fascinating implication that, I think, we, in the schools, are not thinking too much about.

Lewis Kanner, in a paper at the Caswell Training School Seminar in Kingston, North Carolina, stated and I would like to quote because it is consistent with the point of view we have just been talking about. He says, "In fact one may look forward to the time when the borderliners, the sub-cultural or the relatively feeble minded if adequately prepared educationally and vocationally might be taken out altogether of the category of the intellectually retarded. A person of the I.Q. range above 65, not damaged otherwise, who can be trained to be a useful member of the community in a variety of much needed occupations can then be classed as normal rather than deficient. Possibly this entire concept of mental retardation needs to be defined. At least one cannot help feeling so as we examine the problems that have come into view since we have become interested in carrying these children from kindergarten through high school and helping them adjust to the community living with their many problems and personal patterns.

One thing we can be sure of is that the criteria normally used to predict mental retardation will not predict social and occupational success, except possibly at the intellectual extremes as we look at them. We can go on and on and list study after study in research in this area but even the latest one, Jack Dinger's study in Altoona, Pennsylvania, and our own studies of our work training program of which we spend a great deal of time in helping children adjust to community living prove that we had better take a close look at our neighbor because he might have been in a class for the mentally retarded thirty years ago if your public school system or mine had had one at that time.

There is every indication that the majority of these people can become successful citizens in the community either by help and sometimes by accident. There is no question that the large share of the educable retarded as we so call them, can be trained and adjusted to community living and made worthwhile citizens that you and I, as educators, can be rightfully proud of. How can schools get practical? What should we do? What can we do? If our research is true, what we read about, then our training must be for a maximum development in three broad areas for the handicapped. These areas are as follows:

1. Work Training
2. Daily Living
3. Personality Development

Most of it would indicate it should be placed in the area of personality development. Follow-up studies of these youngsters such as Saengers reveal that this is the area in which the retarded are the most unlike the normal individual than any other one criterion that can be examined. Now this brings real implications into focus. If the inter-personal relationships and personality problems are the real educational problems of the handicapped child, if we are going to train for further community living and adjustment, why is this area so neglected? At our universities and colleges, when it becomes time to train teachers in methods of working with the handicapped, I have yet to see a college methods class for the retarded that doesn't spend all of its time teaching reading, writing and arithmetic. It is mighty hard to find a book that has been written on the retarded where you can find anything said about how do we change personality patterns of the mentally handicapped or the physically handicapped. The most recent book that has been published on methods, that just came out within the last couple of months, if you search carefully you will find probably one or two paragraphs in the book that talks about personality patterns and the teaching of interpersonal relationships. Yet in this area of education there is every indication of a major concern that public schools must be involved with. There is no justification for segregating these children into a special room if it is on the basis that we can teach them to better read and write because all of the research, that has ever been done, proves that these children can absorb just as much reading, writing, and arithmetic, if not more, sitting in a regular classroom getting calluses. The problem is that while they are absorbing this type of an education they are, also, building the kind of defeatism interpersonal relationship and self-concept problems that are going to make for the maladjustment in society at a later time in life.

There is no question, we have explored the reasons behind some of the problems that face us in the public schools when we look at it from a realistic standpoint. The future problems of crippled children are probably the same ones that will be faced by the retarded. The day of polio, with the disabled body but able mind, is passed. The majority of our future cases at this point, at least, looks in the area where they are going to be functioning at the retarded levels. Self-realization with these children as to the limitations does not begin at high school level. The habilitation of the child starts with the rehabilitation of the parent and this begins with a mother in the pre-school period.

Today, you see the trend of the counseling-psychologist working with parents of children at the pre-school level so that vocationally when they reach the age of young adults they can guide their lives with sensible personality patterns, self-realization into the area where they can better function to become worthwhile citizens.

Prognosis goals for some of these youngsters will be better self-help and a better realization of how to use their leisure time, out of the rocking chair, when there is no vocational possibility in this area. Many more of these will face this in the years to come. One of our local physicians, at a recent discussion on 14 of our youngsters where they have ruled out vocational potential, said, "Isn't it time we get sensible enough to even teach them how to play solitare?" One cannot help think that this might be a possibility that will have to be faced in the future.

Let us look into this group that is probably causing the most question and sensation as far as education is concerned: the area of the retarded child. There is no question that the elementary programs must be re-oriented towards their future life goals. More effort must be place on the socialization patterns of children, the building of personalities, because it is being proven time and time again, through research, that the trade skills of the retarded are his working personality patterns. Here again segregation, isolation, in order that we can build success on success, is necessary. As we move into the mid years, the intermediate or high school years it is time to face reality that these children may be retarded in some areas and function normally in others. The continuous approach towards building these youngsters' personality patterns and the realization of their limitations must become a part of the educational program.

I am convinced that we must develop better motivational techniques at the secondary level. We have got to develop a way to make them a part of and not apart from and we must prepare them for forceful entrance into the normal groups and give them an idea that they belong. We must build a desire to work by showing them that they can be successful in spite of the intellectual limitations they may have.

I am, also, convinced that a great part of the junior high school must come into the area of better counseling techniques. For many years we have spoken of counseling and we have enjoyed working with youngsters within a school system. I think we have not developed a technique that really will do an understanding job of working with parents, most places in the country have pushed this aside. Yet parental attitudes influence the normal development of the need to work and in the families where there was a warm accepting relationship toward the retarded, the desire to work has been reinforced and a respectful attitude appears to be on the positive influence towards work adjustment. This is only going to come from people trained to work with adults. This is the type of counseling that does not come from books but comes from experience with parents.

Then again, as DeMichael says, "It is possible through special training programs concentrated on the development of good work habits and attitudes to make the mentally retarded individuals employable and place them on jobs." Comes the problem of carrying these youngsters beyond the elementary programs into high school. This is the area that has struck a cord across the nation today, the area of work experience.

Ten years ago when my own community started our programs at the high school level leading to graduation there was a great deal of question as to whether we could justify a work experience program in high school. Yet if you examine the needs of people, people work because needs are being satisfied on the job. The area of satisfaction of these needs shift from the family to the job in adulthood. This is one thing that we have somewhat forgotten in education, that work is a need.

I think one of the best references is Naslow's "Levels of Organization" in his book on motivation of personality, where he says, "There are four levels that we operate on.

1. The maintaining biological needs for existence, which is your first level of childhood.
2. The level of safety and protection.
3. The socialization area which we hit in the junior high school area of young teens. The development of friends and so on.
4. The need for work."

Here we see the measure of psychology and personality but, also, intellectual levels and clear view. This is the level that we face when we talk about realistic programs at high school. At this level work is a need. It is more than just an activity, it is more than busy work for these youngsters, and apart from one remunerative need is a measure of respectability. It is a social relationship in which one expresses needs and individuality. Even more than that, it furnishes an avenue of communication with a majority of people who have been employed. Yes, it is a measure of self-respect. Apart from its value as a livelihood, work gives the retarded a measure of self-respect and personal worth.

Now one cannot separate mental retardation from the social effects of retardation. Most youngsters in high school are well aware they have their limitations and, I believe, that the majority of the educable retarded, as they are called, because of this awareness have this feeling of low self-worth that is almost an impossibility to eliminate and with this feeling of low self-worth their attitudes of dependency and aid for work is a weak motivating factor that has to be strengthened.

Now couple this along with the problems of rejection or over-protection and if education can only provide a situation where achievements are considered failures then what need is there to make this youngster want to achieve. What reasons are there for it?

This places a direct challenge to face realistically the problems of these youngsters. It means that in these senior years our problem is not training in the manual skills but training this youngster, again, to get along, to be able to adjust, to give and take with his fellow human beings. As the importance of personal attitudes and habits with the ultimate life adjustment of the mentally handicapped loom larger certain deficiencies in the curriculum for this kind of a child begin to stand out in bold relief. Many schools, for example, simply delute the offerings of the regular program to the extent that the mentally handicapped can assimilate them. To some extent this is like solving a deficiency in vitamin C by giving them less vitamins. What the child, with limited ability, needs is not only less of the same dose but also some supplementary medicine. Things often learned by the average child in the process of living, personal appearance for instance, cannot be left to chance with the mentally handicapped. We wonder then how to decide what the curriculum offerings, to be supplied for the mentally handicapped, should be. We must be sufficiently flexible to disengage ourselves from the 3 R's long enough to assess more adequately the important elements of the job of success and total life adjustment that is facing him. Now this is not to say that we should minimize the importance of academics but we have to keep them in the proper prospective.

If the program for the mentally retarded is going to be realistic we have to base it upon:

1. Assessment of attributes needed for job success and life adjustment.
2. A continuous appraisal of each child to measure his growth towards attaining the attributes identified in the above assessment.
3. A curriculum designed to meet the individual needs of students as identified in the above continuous appraisal.

Now, if we cannot satisfy the needs of training the manual skills in the school situation, it is going to have to be done with an on-the-job work experience program. If part of the education means training on the job it means the responsibility of the schools in this area of job finding and job supervision so that these youngsters, too, can learn the "humps and bumps!" as they go over the trail towards community adjustment.

These thoughts were quite wild ten years ago. But today, not over a week ago I read in the Detroit Free Press where Dr. Burnell said, "The public schools have a responsibility to help the child from school to work adjustment." This area of special education that was pioneered by us is finally being accepted not only for our youngsters but for youngsters all over and should make the problem a lot easier in the struggle against the straight laced educators a lot less severe.

In closing, let me say it is my firm belief that these children should be able to attain a better and fuller life than we have given them educationally in the past. To do this I firmly believe that we should think of this child, not in just the intellectual areas but permit the child to develop whatever potentials he may have; education, mental and emotional growth. Let's enrich the personality by adding competence for independent living and social adaptability. Let's place the child first and his deviation last. Stop worrying about the deviation. Let's look at the problems of the handicapped as he is evaluated in the light of his total personality. I am convinced that a good school curriculum can provide these experiences and situations where he can gain the confidence, competence and all possible situations. Now this may seem like a long way to go but I am convinced it will enable him to maintain his self-respect and lead a more satisfying life than we have given him a chance to lead in the past. He certainly can achieve a lot of economic independence than has been possible.

Maybe it is like the golfer as he was walking up to tee off and he turned around and said to the crowd, "Well, this hole is one good drive and a putt." Then he stood eyeing the ball and finally swung at it, the ball dribbled off about ten feet from the tee and the little Negro caddy standing by walked up and said, "Mister, you sure got one hell of a long putt ahead of you."

Maybe that is our problem as we look for the things that are ahead of us in solving these youngsters' problems.

TREND IN IDENTIFICATION OF
HANDICAPPED STUDENTS....................Dr. Ernest Willenberg, Director,
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My presentation concerns identification of handicapped students. I'm going to approach this subject in two ways. First of all let me try to establish the identity of handicapped youngsters based upon resource information from a recent study of the handicapped population in Los Angeles. This information should have some relevance to the characteristics of handicapped populations elsewhere. There is no reason to assume the data on handicapped pupils in Los Angeles would be significantly different here. So first of all may I go into the matter of establishing the identity of the handicapped population in a public school system and then get into the matter of the processes involved in identifying these youngsters for special education purposes.

The U.S. Office of Education indicates that between 10 and 11 per cent of the total school enrollment would be considered exceptional in one category or another. Certain prevalence rates are interesting and I'm going to give some data to you because in our findings we note a significant difference in prevalence rate in Los Angeles as compared with the U.S. Office of Education. If you really want to know how many handicapped youngsters you actually have in your own school system you're going to have to actually do an identification job of your own, but these figures give you a rough index. Insofar as the blind are concerned, I'm going to read them in relation to a base of 10,000 in the pupil population: 3.3 per 10,000. You see what the implication would be here in terms of educational planning. You'd have to have quite a sizable school population in order to have a large enough enrollment to provide special instructors for blind pupils. The partially-seeing youngsters--I'm giving you the U.S. Office prevalence figures here--6 per 10,000; the deaf 7.5 per 10,000; hard-of-hearing 25 per 10,000; speech handicapped 350; crippled and health impaired 200, emotionally disturbed and socially maladjusted 200; the gifted the same, and the mentally retarded 230.

The following represent what we have found in the Los Angeles survey and our figures are reasonable tight figures. Insofar as the blind is concerned, our rate of prevalence is almost identical with the U.S. Office of Education figure. We have 3 per 10,000. Insofar as the partially seeing is concerned, our rate is only one-half of the U. S. Office figure: 3.2 per 10,000. For the deaf it's almost identical again with the Office of Education prevalence figure, but insofar as the hard-of-hearing are concerned, whereas the Office of Education prevalence figure was 25 per 10,000, ours is 3.2 per 10,000. We have quite a number of audiometrists who seek out these youngsters. We have them pretty well identified. The U.S. Office of Education rate appears to be extremely high. I think this would be found to be true here also insofar as the hard-of-hearing are concerned. We're not challenging the ratio of speech handicapped because the prevalence is dependent upon the criteria used. The 350 per 10,000 is an adequate figure supported by our findings in Los Angeles. But in the case of the crippled where the rate is 200 per 10,000, we have found only 50 per 10,000. And we have all of the crippled youngsters in special programs. Looking at the prevalence of handicapped categories excluding the EMR's and children with learning disorders you'll find that in your handicapped pupil population about 72% of your handicapped children will be speech handicapped, and about 13% will be orthopedically handicapped and health impaired. If you include pregnant minors in your special education program as we do in California they will account for 4%, TMR's 4%, deaf and hard-of-hearing 4%, blind and partially seeing 2.5% and other .5%. So the great majority exclusive of EMR's and learning disorders is constituted by the speech handicapped followed secondly by the orthopedically handicapped and health impaired. Now if you put all of the handicapped youngsters back into the pot and try to look at the ratios of the different categories, the speech handicapped then would constitute 35%. All of the MR's would constitute approximately 20%, the emotionally disturbed and the learning disability groups 20%, orthopedically handicapped 15%, all others 10%. This gives you some idea of proportionality of handicapped groups in a total school population.

Let's look at these youngsters now in terms of sex ratios. Again this is exclusive of EMR's. Out of the total study population of more than 18,000 handicapped children, males constituted more than 62%, females slightly more than 37%. You get your old ratio of two to one in the total handicapped population. This is about the ratio that you get in the EMR population also. When you look at the population now in terms of ethnic groups exclusive of speech and EMR's, in a school system where 22% of the population is Negro and 19% of the population is Mexican surnamed children, we find that 26% of our handicapped population is Negro--not so different; 18.9% Mexican surnames. So, contrary to what you sometimes hear, the great preponderance of these youngsters who are handicapped do not come from these minority groups. Such is the case in this particular study group, when the EMR's are excluded. But when you include the EMR's you're going to get a different picture. I don't have that picture with me today. That's another study population and another story.

Now I'd like to mention some of the significant trends in prevalence among the handicapped. Reference has been made to the decline in numbers of some of the traditional categories of handicapped youngsters, such as polio, tuberculosis, etc. When I first came to Los Angeles we had a TB hospital in which we had a whole separate school, an elementary and a secondary school in that hospital. We don't anymore. Tuberculosis has been reduce to such an extent that the hospital has been converted to a county general hospital. Retrolental fibroplasia, RLF, that wave of youngsters blinded because of an over supply of oxygen when they were born premature have now just about gone through the school system, but you ought to know of course that we are getting another wave of youngsters from the 1965 Rubella epidemic. So instead of having the RLF we're going to have a group of youngsters who are multiply handicapped because of that epidemic. Rheumatic heart conditions have been reduced to such an extent that we have almost eliminated our need for home teaching children who are home bound because of this malady. Middle ear deafness has been reduced substantially, and many other kinds of conditions.

New areas of responsibility have been assumed in special education and this accounts for a change in the prevalence figures. We had included the TMR youngsters now in my state. The public schools are the only public agencies that can educate the sub-trainable retarded children. We call these units Development Centers for Handicapped Minors. Either local school districts or county superintendents are authorized to provide educational programs for these children. We have included children who have learning disabilities. We call them Educationally Handicapped. The aphasic now are designated as a specific category and are included in school programs. Autistic children, children with alexia, and the multi-handicapped are included. And then there have been changes in program concepts involving those regarded as handicapped for purposes of special instruction. For example, it used to be that epileptics were regarded as being handicapped for purposes of special education placement. Now most of these epileptics are back in the regular schools where they belong, under medication and in most instances doing very well.

Remember the early days when myopics were the ones in the public school who were in so-called sight-saving classes. We no longer have myopic classes insofar as I know. We do have children who are partially sighted in special programs in regular schools. We have many kinds of mildly handicapped youngsters who are not identified as being handicapped for educational purposes at all, but who are blended into the regular school program. These factors have changed the prevalence figures. And then there have been technological changes that have affected the prevalence of handicapped minors, such as the optical aids that now enable a child to see who previously may not have been able to see well enough to be in a regular class. And the acoustical aids that children can wear which enable them to hear well enough now to participate with regular class pupils. And there has been the change regarding mental retardation itself. The old idea that if you're determined to be mentally retarded, you're fixed, and that's your condition and that's the way you're going to be forever and ever. We're over the concept I hope that mental retardation as defined in this country necessarily must remain a fixed condition. Mental retardation, particularly the functional retardation that is responsible for perhaps two-thirds of the children being in special education classes, is a condition that is responsive to environmental stimulation and perhaps prevention if preventive steps are taken early enough.

Now let's look at handicapped youngsters and this sample population of 18,000 with respect to the educational setting in which their instruction takes place. We've been talking about pupils who are in special schools because their needs were so great that they required a special type of setting for their education and then we have emphasized to a great extent the handicapped youngsters who are in regular schools. In this sample population almost 76% of all of the handicapped youngsters are in the regular schools, participating either in the regular classrooms or in resource rooms where there are resource teachers to work with the children in relation to their special needs. Slightly more than 7% of the population received home instruction, a very small percentage over all.

Now let's look at some of these handicapped youngsters in relation to their sex. I'm going to describe to you the handicapped population in relation to percent of girls in each category of handicapped youngsters, exclusive of speech and EMR's. The educationally handicapped or the learning disability children constituted 9% girls. You'll find that this is fairly typical in most situations: in a class of about ten children you may find one girl. I would like to ask how you would account for such a difference. How come so many boys, so few girls? TMR youngsters, 45% are girls, almost divided equally. Sub-trainables, these are usually the multiply handicapped youngsters, 43%. Deaf, divided evenly, 50-50. Hard-of-hearing, 40% girls. Blind, evenly 50-50%. Partially seeing 37%; orthopedically handicapped 43%; and pregnant girls 100%. Finally got a 100%! And what about the breakdown on pregnant girls in relation to their ethnic origin: Spanish surname 10% (Remember, I said that of the school population 19% were of Spanish surname); while Negroes comprise 22% of the total school population, they constitute 43% of the pregnant minors who are in the special school program-all others 47%.

In the program for learning disability children, 19% come from poverty areas. The school district has about 30% of its total pupil population living in poverty areas. The TMR youngsters, 63% from poverty areas. It has been assumed in the literature and also has been said publicly that generally you would find TMR youngsters fairly evenly divided in the population between the low, middle and upper income groups. We find this is not so; that there is a higher proportion of TMR youngsters who come from the lower income groups. Sub-trainable 44%; deaf 44%; here is an interesting statistic that I cannot for the life of me understand and certainly I can't explain - why only 4% of our hard-of-hearing come from poverty areas; 38% of the blind and 34% of the partially seeing; orthopedically handicapped 47%, the pregnant minors, of course as you would suspect would tend to come from poverty areas: 77% of those do. So we have a problem with regards to poverty and its relationship to handicapped pupils, particularly in the trainable mentally retarded and the pregnant-girl program.

Now how about the handicapped in relation to the problem of broken homes. Here I show the percent who reside with both parents: educationally handicapped 70, TMR 73, sub-trainable 77, deaf 74, hard-of-hearing 77, blind 75, partially seeing 70, orthopedically handicapped or health impaired 74, pregnant minors 29%. A part of this low percentage for pregnant minors is explained by the fact that a substantial proportion of this population is in maternity hospitals. I'll give you the breakdown on this: Of the total population 23% of these pregnant girls lived with their mothers only, 15% lived with other relatives and 31% were in maternity hospitals and in foster homes.

The problem of the primary language spoken in the home--when English is spoken at home, 15% of the youngsters had poor or no language at all. When Spanish is spoken at home, 4% of the children have poor or no language at all, and when another foreign language is spoken, .4%. A total of almost 19% of the youngsters have poor or no language at all. Speech therefore is a serious problem among the handicapped population and should influence our planning for them.

Let us now consider the relationship of the handicapped population to size of family and order of birth, exclusive of speech and EMR's: 80% of the children were either the first, the second or third born in the family. 9% of the children were the only children in the family, 21% of the children had one sibling, 23% had two, 17 had three and 10 had four siblings, a total of 72% had one to four siblings in the family. The belief that if a parent has a handicapped child this tends to stop having children is not borne out by this finding.

Now what about handicapped children in the sample population in relation to the question of whether or not they have handicapped siblings. Here is what we found, that insofar as learning disability children were concerned, 7% of them had handicapped brothers or sisters, TMR's 8%, sub-trainables 15%, deaf 12%, hard-of-hearing 18%, blind 22%, partially seeing 20%, orthopedically and health impaired 9%, and of the aphasic children that we had in our program which is rather small, (I don't give too much credence to this statistic) we found 18% of aphasic children had handicapped siblings. Average total of the entire population, over 10% of the handicapped children in the study population also had handicapped brothers and sisters.

The question of multiple handicaps--handicapped youngsters who had one or more additional handicaps--and this excludes the speech impaired, EMR's and pregnant girls-- 70% of the learning disability children had one or more additional handicaps, 38% of TMR's; 93% of the sub-trainables, 28% of the deaf, and this is an interesting finding on the hard-of-hearing again-only one-half of one percent of the hard-of-hearing had multiple handicaps. I'm not able to explain this hard-of-hearing statistic that I have here. Among the blind 44% were multiply handicapped, 20% of the partially seeing, 39% of the orthopedically handicapped and 55% of the aphasic. The percent of the total population who had one or more additional handicaps is 38% of this study population.

Well, there you have source information hot off the press from our Los Angeles study. There's a lot more to it. There is not sufficient time to summarize all of the findings for this presentation. We are, however, going to prepare a written report which will be available for anyone who is interested in studying the population characteristics of handicapped youngsters. This report should be available at the end of this school year and if you write me, I will be glad to send you a copy when it becomes available.

I want to describe a process for you which I think will be more meaningful than to go into the subject of how you test a child to determine some of the divergencies. We have found, after years of experience in working with large populations of handicapped youngsters, that by and large the major problem of all of these handicapped children is the problem of learning. Everyone of them have learning problems for one reason or another. If a child doesn't have vision he has a learning problem because of his lack of vision; if he doesn't have hearing he has a learning problem because of his lack of hearing; if he has a speech impairment he has a learning problem because of his lack of speech facility; and so on and so forth. So learning is indeed the major special education problem that we encounter. Now, we've been using school psychologists, we call them school counselors back home, to test kids and to make determinations on educational placement based upon individual test results. The process usually goes something like this: A child is found to be within a certain range and then he is referred to a given program, he is placed in a special class and then it is assumed that the teacher is going to begin with the youngster and proceed to facilitate his learning.

In the regular school operation, I'm talking about the regular elementary and secondary schools in this school system, there are many counselors, something like a hundred counselors working in all the different schools, who spend about 90% of their time testing, retesting, and referring children to classes for the educable retarded, to classes for the trainable, and in some instances make interpretations for regular classroom teachers when children are not referred for special placement. But by and large these individuals are almost completely occupied examining pupils. A more appropriate way for them to serve maybe not in testing but in working with teachers in the assessment of pupils to determine learning style, learning modalities and the appropriate types of instructional interventions that teachers need to know how to employ in order to work effectively with handicapped youngsters. Remember that in an ordinary school system you have about three echelons of pupil assessment: (1) the general testing program that applies to the school at large and then based upon that and teacher referrals, there is (2) the individual study of pupils usually performed by the school psychologist or school counselor, and following that, if children have such serious learning or emotional problems as to require further study, at that point then children are referred for intensive educational assessment and follow-up service. Well, if we're going to go to this extent of assessing youngsters and involve not just counselors but primarily teachers in the process as these youngsters engage themselves in learning activities, it seems encumbent that we provide the instrumentalities for following the prescriptions that will be derived from this in-depth type of child study. We have one pilot school that has been converted into an educational assessment-service center. In this pilot school, which had been a school for physically handicapped youngsters, we have four assessment teachers who do nothing but assess pupils. One of the things that we had to prepare ourselves for is the fact that teachers are so oriented to remediation when they encounter problems with pupils that they revert almost immediately to remediation procedures when a child is referred for educational diagnosis. And we have cautioned these teachers in the assessment component not to be concerned with remediation, but rather to be concerned with the assessment of the child's learning difficulties, the child's learning characteristics and to try to come up with suggested procedures of educational intervention or contingencies so that this prescription, which is derived from the assessment component, can be used by the other teacher who is going to take this child and follow through on his educational recommendations. Where we usually break down on this in-depth type of study is between the prescription and the person who received the prescription somewhere else. We have educational assessment organizations in California that come up with reams of diagnostic information on individual children. This is not meaningful to most of the teachers who receive this information. There needs to be some vehicle of transmission from assessment to educational follow-up. The vehicle of transmission is the clinic teacher which is referred to by Lloyd Dunn in the article in Exceptional Children. The clinic teacher is one who is able to take that information along with the child and follow the child to his class where the prescription will be implemented and work with the child's classroom teacher in seeing that the educational recommendations are followed. In the education assessment-service center we have decided to go the non-graded, team teaching, flexible grouping route. And we felt that a good way of assessing youngsters would be to develop instructional materials organized on a non-graded basis with major strand sequences so that assessment teachers would be able to determine where children are in relation to the sequences. We developed four major sequences that are concerned with communication down to the developmental level of 18 months of age on up to 9 years and 9 months. Communication is concerned with language and reading, quantitative-qualitative (another sequences) concerned with math, science and health, social (a third sequence) concerned with self-care, personal study habits, study skills, geography, history, civics, and pre-occupational skills, and physical (the fourth sequence), concerned with motor development, playground skills, fundamental rhythms, physical fitness, and pool skills. An assessment teacher can take one of these and on the basis of observing the child over a period of time find his entry level. The assessment teachers are now using these materials in making the assessment of pupils referred to them and served in small groups or classes or not more than eleven pupils. These youngsters are located in a communication classroom if communication seems to be the major problem; in a behavior room if behavior seems to be the major problem; in an academic room if academic retardation seems to be the major problem. The teacher is given assistance by the counselor and other resource personnel available who are on the assessment team. We've encountered many problems and we don't contend that what has been organized is the final answer to the difficulties that special educators are encountering in working with multiply handicapped youngsters, particularly the seriously handicapped, in learning and in behavior. But it is felt that this strategy provides a direction of program planning that captures the enthusiasm and imagination of special educators and causes them to focus upon specific problems rather than upon general problems and it's only when we're able to focus upon the specific problems of children that we will be able to offer an adequate educational program for them. This certainly includes the very substantial percentage that I've referred to previously as multiply handicapped children. Such are the characteristics of the handicapped population and an approach with teachers being employed as the primary instrument for identification of handicapped pupils and their learning needs.

FRIDAY, NOVEMBER 8, 1968

7:45 A.M. - 9:30 A.M.	EXCURSION (Please register on the first day)- All those who wish to attend assemble promptly at the Hilton Hawaiian Village. Buses will be provided. Group I - Pearl Harbor Kai School Group II - Lanakila Crafts
9:40 A.M. - 10:00 A.M.	COFFEE BREAK - GOLD ROOM
10:00 A.M. - 10:45 A.M.	TRENDS AND ISSUES IN ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION PANEL DISCUSSION Dr. Joy Gubser, Chairman Assistant Superintendent, Division of Special Services, Oregon Department of Education, Salem, Oregon
10:45 A.M. - 11:30 A.M.	INSTRUCTIONAL MATERIALS FOR SPECIAL EDUCATION Dr. Wayne Lance, Director Northwest Regional Instructional Materials Center, University of Oregon, Eugene, Oregon
11:30 A.M. -12:15 P.M.	QUESTIONS
12:15 P.M. - 1:30 P.M.	LUNCH - EMPIRE ROOM THE LEADERSHIP ROLE OF THE COUNCIL FOR EXCEPTIONAL CHILDREN IN SPECIAL EDUCATION Dr. John Kidd, President of the Council for Exceptional Children and Assistant Superintendent, Department of Mental Retardation, Special School District for Education and Training of Handicapped Children, Rock Hill, Missouri
1:30 P.M. - 3:00 P.M.	EVALUATION AND GROUP DISCUSSION (EMPIRE AND GOLD ROOMS) Group I - Elementary Principals - Empire Room Mrs. Frances DeSilva, Chairman Dr. Joy Gubser, Consultant Group II - Elementary Principals - Gold Room Mr. John McCarthy, Chairman Dr. Wayne Lance, Consultant

Group III - Secondary, Intermediate
Principals - Gold Room
  Mr. Francis Miyahira, Chairman
  Mr. Marvin Beekman, Consultant
  Dr. Ernest Willenberg, Consultant

Group IV - Secondary, High School
Principals - Gold Room
  Mr. Edmund Toma, Chairman
  Dr. Hans Mayr, Consultant

3:00 P.M. - 4:00 P.M. CLOSING SESSION

TRENDS AND ISSUES IN ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION
PANEL DISCUSSION: Dr. Joy Gubser, Chairman

Mr. Marvin Beekman:

Well, I feel a little bit more a part of this outfit. I learned to hula last night. I sure did, too; I was told I had to stand flat-footed and bend my knees and wiggle it. Then if you move your hands you're in, unless there's a girl too close to you next door, then you're out.

This is the kind of a topic that I may get myself into a lot of trouble on--the Role of the State Department in the Local Schools--because the job I'm in the state department, and I'm still wondering sometimes why I'm there, it's a new field for me, I've only been up there about a year and three months and I'm still trying to find out what my role is. But on the other hand, having been in a kind of a spot that you're in for about 18 years, I do have some opinions that have somewhat developed over the years as to the way I looked at the position of the state department from somewhat the spot you're in more than the spot that I'm in now looking out and would like to mention a few of these in the few minutes we have this morning. And believe me I think there's a place for both of us and I would like to say this that in the operation and the planning for handicapped children, I don't think it's the case of either you or I or the state or the locals alone. It's a place where there has got to be cooperation and communication or we're never going to solve the problem. Planning is not the responsibility for one or the other. And if we're going to have the kinds of programming in the interest of children developed out of a state department, the communication in developing this kind of organizational patterns of plan have got to be done in cooperation with the local level.

I come from a state where for the last 20 years the state department operated in isolation and the local levels operated in isolation and each of us sat back and crabbed at the other for a long period of time. Fundamentally what I'm saying is what developed of the state department was pushed at us. We had to take it whether we like it or not. Now the question was whether they weren't good or not or whether the rules and regulations were not good. The question was we didn't feel that they were good because we didn't have a part in trying to say what was good and I think you and I realize that this is just typical common horse sense if we don't have a part of something and we're not a part of something, we feel on the outside and we're a lot more critical than if we're a part of it on the inside. So the leadership of the state department, and I feel strongly about this, cannot operate in a given vacuum and the responsibilities for using a state department has got to come from the interested you at the local level, if you're going to know what's going on and you're going to develop a two-way street of working together going down that road. If not you'll probably end up in the same kind of a spot that our good old state of Michigan did.

Now there's another point that I think you're going to face as you develop and I've listened to the interest of the last few days of some of you people and the wonderful start that programming that I've heard discussed and I've heard descriptions of programs at secondary levels that I don't think any of you would have to hang your head in shame for, believe me. I want to impress really upon you that there are a lot of the responsibilities of what happens to these kinds of children, no matter how strong a state department you're going to have, is going to rest on your shoulders. I don't think that Hatsuko or anybody else can administer quality from the state level. I think quality has to come at the local level. Guidelines as pointed out can be given you and shown. But when it comes to trying to administer quality programs from a hundred miles away, I don't think you're going to do it. I think it has to come from the local level and this will only come through your being interested in getting your people to work in cooperation with the department in experienced workshops, exploring things that could be done and taking advantage of the state department's knowledge that they gain from the materials that flow in that might not get to the local level and develop some good in-service training programs for staff of what a program should really be, and I feel more positive than ever since I am in the spot that I am today in the State of Michigan that I'm never going to be able to administer the quality. This is going to have to come from an awakening at the local level as to what is a good program and really how sincere are you interested in really helping children. And I can't help but feel from the few experiences that I've had listening to you people that you have this feeling of wanting to help children and wanting to build in some qualities.

Now on the other hand a state department of public instruction should be able to point out to you the kinds of materials, the kinds of equipment, these types of things that you should be putting on your role. You have a unique place. I wish that my local schools had the opportunities that you people have as far as developing at the local level the kinds of programs that are needed, the kinds of equipment that's needed for these kinds of youngsters. In our State, for instance, we have to work just to reverse. We have to plead with the local districts to provide the money to buy the equipment with. You have the unique perogative of being able to say what you need and apply for it and have a much greater opportunity possibly of getting it because of the way your state is developed as a one-state school system than we would have in our state. But remember you would never get the kinds of materials you need, the kinds of materials you have to have unless you go out and try to build in this quality and ask for them. And this is again where in-service training is going to have to develop at the local level, to getting your people together, bumping heads together and come out with the kinds of things that's going to build in this quality that all of you want in the interest of your kinds of children within the needs in the island or where you're working.

Now, at the present time if you'll pardon the illustration because I think it will tell the story more clearly than if I would try to tell it in any other way. As I said earlier, we moved in our own state which has been seeped in special education. Many times Michigan has been referred to as the cradle of special education. And yet in spite of this within the state itself, due to lack of state leadership over the past 20 years, we developed a kind of a two-way isolation street and trying to break down this pattern between state and local communities is a tremendous challenge that I'm facing at the present time. You people beginning can erase that kind of a vacuum from ever forming. You have a state department tremendously interested. We are moving into an area of education with more federal support that can be used for in-service training and getting people together as you're here today. And by a state department developing an in-service training program that possibly could be in operation on each of the islands as to viewing what the needs are, what programs are missing that you should have, how can we meet these needs and then saying to the state department here's what we need, what's your suggestion now to help us get the show on the road. The quality, operation, pushing, and the support behind the teachers can develop from your avenue of approach. I think the opportunities I said to Dr. Mayr the other day as we were leaving here in the afternoon and I listened to the enthusiasm of you people of wanting to serve children, what an opportunity you had that you were not steeped in some of the old traditional thinking involving special education and that as a young state with enthusiastic people you could really look at what's good for children and move forward that might put some of our old indoctrinated entrenched programming ideas really to shame. My only plea is don't try to operate in a vacuum as I said in involving rehabilitation and special education. It is not theirs or ours. It's a program that's got to develop together and I sincerely hope that you people would take the move and push and push the state department until you keep them running their legs off getting the kinds of programming and services and the in-service training and these kinds of things that you should have at the local level. We always get a kick out of our office because we judge how much agitating we've done for better programming by the amount of letters raising cain with us that we received each day. I enjoy going into community and agitating parents to agitate the local school board to do a better job. Sometimes this is the only way you can work. But the opportunity is here. You're fresh, young, enthusiastic, interested and you seem to have a ball of fire both within the state department and at the local level. My plea is, together take the ball and move forward in areas that many of us are fighting these fences we build around us and can't seem to break down. I think you got a golden opportunity here to move forward.

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Dr. Hans Mayr:

Last night as I was reflecting on some of the thoughts that I might express to you today, I was looking out over this beautiful island, and I concluded that maybe I should take a few minutes of my time to share something with an audience that I have never shared before. I don't know why I feel like this. Maybe we have developed a kinship here with some of you that goes beyond the normal conference-type discussion, and I hope it makes a point.

As an immigrant from a small village in Southern Bavaria, Germany, at age nine, when I looked with awe at New York Harbor and the Statue of Liberty, if anyone had told me that someday I would be here in Hawaii appearing before you as an expert in school administration, I would have told him he was out of his mind. At nine years of age I came to America alone--my parents had preceded me by a year. In the sixth grade I was given a series of achievement and intelligence tests, as we do now, and out of the eleven classes going on to junior high school, I was assigned to the dumbbell class. I was considered stupid in the minds of teachers and my fellow students from the seventh to tenth grades. I finally said "to hell with it" and quit high school and went to continuation school--shipped out as a seaman--went back to Germany in 1934 with the idea of staying there--a disillusioned, defeated young man. The day I arrived in Hamburg I told myself I had to get back to America. It took me a whole year.

When I came back, a high school teacher said, "Hans, you're going to make something of yourself." She was the first individual in my life who had ever told me that maybe I had some ability. I did everything she told me to do as to my future education; I've always wondered what would have happened to me if it hadn't been for Dr. Isabel Grant, a teacher of French who gave me a D- because she didn't have the heart to flunk me.

I became a citizen of the United States in 1939, and you know what happened in 1941. I was in the service in 1942 and by 1943 I was one of 120 officers in the United States selected to work with German prisoners of war. We didn't call it brainwashing in those days, but we did call it the re-education of the Nazi minds, and I'll tell you I was ready for it.

Since 1947, I have held a number of fine positions in education. What I'm trying to point out to you is that I think that we do many, many students a dis-service by not recognizing latent talent and the crying need for support. I hope that none of you will ever be in that position because of some test that is administered or other nonreliable methods we give credence to. Look at every child as a unique individual--an important human being.

As Marvin said, history doesn't take place in a vacuum; changes aren't wrought by people who are afraid or unwilling to take a stand. But now, you have found, in spite of our titles on the panel that has been before you the last three days, that we, like you, are interested in all children. I still feel, as I indicated previously, that in many ways a handicapped or exceptional child is short-changed. Many of the misfits we turn out are unfortunately never labelled. Some say they are not our problems, but whose problems are they? Too often I find that we in the profession are the greatest barrier to the development of an equal, and I mean equal education to all kids. This could be equally true in a district of 50,000 that I served in as well as one of 550 children that I administered.

What have been some of the trends in changing, in modifying, in making it possible for all school districts, or a combination of school districts, to work on behalf of providing equal education to all. I'm currently writing a chapter at the request of one of the professors at Ohio State University on how does the general administrator see the problems of special education in rural area. Many times we think that California is huge, massive, and that it has all large districts. Twenty-five out of fifty-eight counties in our state have less than 15,000 children in them. So nearly half of our counties are to be considered rural in nature. I have written a number of states requesting additional ideas as to what provisions can be provided for exceptional children regardless of size. I have found that within the same state, programs for the exceptional child in smaller districts and larger districts varied from A to Z with the same kind of funding, the same kind of situation.

The difference is creative leadership, forcefulness and empathy as I see the picture. I have found that many different solutions to providing services are being successfully carried out. Most of them require the submersion of individual ego and empire builders for the sake of children.

I shall only mention a few ways that could involve the largest district and even some of the smaller districts in any state. One method of operation is when several districts join together to provide what is a cooperative program (which is nothing new), which provides equal education services for all the school districts involved. One central staff is employed responsible to exceptional children. This department employs the teachers that are spread out throughout these districts; it is responsible for the psychologists and other ancillary services. This procedure is now being used in nearly every state. The East St. Louis area is a fine example of this method. This huge area has organized into one special education district with the power and authority to tax so that equal education again is provided to every child in each school district.

Another example is when several school systems will get together and say, "O.K.," we will take care of the blind, you take care of the deaf, another district provide for the MRT's, and so on down the line. They form a loosely knit organization, again providing for all of the exceptional children. We find that there are a number of states, including California, where programs are established and operated under an intermediate unit. After years of study, Iowa established independent districts that are purely formed for special education purposes that again permeate through the districts that are involved and assist them in providing these very needed services.

In some of the state, the office of the county superintendent of schools provides equal educational opportunity for all exceptional children. The local school districts of certain sizes do not handle their own programs. In relation to my own county, we cooperate with them, we work with them, we help them to spell out their needs, and at the same time provide all services including the teachers. In every school district in El Dorado County, every child who needs a specialized program has one. I have the responsibility and the right to provide the tax rate that makes these provisions possible. It is obvious that there are many, many different ways of providing services, and I keep coming back to the fact that there's nothing that's impossible.

In order to develop comprehensive programs, we need to lean heavily on people with specialized training. It is apparent that large and small educational units in most states have forged ahead to combine services which insures the child with a problem the same provision in Podunk as in Cabasar. Is this true now in your state? If not, begin to take a good look.

I think Marvin did a tremendous job in attempting to get all of us to take an honest reflective look to see whether or not we're doing these things that have been mentioned here the last three days. The study of more realistic and improved ways of handling the whole program in most instances may create a new ballgame for all kids, a new ballgame for administrators, a new ballgame for teachers, but primarily a new ballgame for children, and that's really the reason we exist in life.

I could make some more comments and give more illustrations, but I think I've taken up my time. I hope that I will have a chance to say "Aloha" later on. Thank you.

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Dr. Joy Gubser:

State funds for special education are usually requested from the State Legislature. The body making these requests, usually the State Departments of Education, must have from the schools all the supporting data they can possibly get. Budget requests from state agencies are reviewed by the Legislative committees on Ways and Means. They look at the budgets in detail and ask that the agencies provide specific and reasonable justification for funds for brailling, equipment for the blind, special programs--or any other items that may be included in the budget. Those responsible for state funds show less inclination to reduce reasonable requests when they can have specific information as to the numbers of children to be served, the kind of program that is to be provided, and the outcomes which can justifiably be expected. The supporting facts in these cases are best supplied by the schools which are going to provide the programs.

It is incumbent upon administrators that they have some means of identifying the children who are going to need special education and that they can point out those who have the greatest or prior need for such services. The needs of such children should have been determined at the time plans are being made for funding. There is always too the possibility of districts cooperating in providing special services. Some very satisfactory programs have been worked out in this way.

In budgeting, staffing needs also have to be considered. In yesterday's discussion, mention was made of need for a consultant in a school district who could advise on how to adapt a school program to a child's needs after these had been determined through evaluation. This implies the services of a school psychologist. Services of competent staff of this kind are not easy to obtain. This represents a possibility again of district cooperation and sharing.

Supplies and equipment required by handicapped children must also be kept in mind when program funding is being planned. In the program for blind children, there may be need for tape recorders, braille typewriters, brailled materials and other items to enable these children to obtain an education. For the child with a hearing loss, there may be need for a hearing aid. Since this equipment often requires repair or replacement, funds for these items should be included in the budget. Transportation costs for children and psychological services, in the event these are included as a part of special education service, must also be funded.

When the agencies in Oregon received their budget instructions this year, they were encouraged by the Governor to "dream a little." It sometimes becomes difficult to dream when there is apprehension that existing needs may not be financed, yet dreaming is an important part of budgeting. It implies program improvement, extension of services to children who need them and have not had them, provision of new services to new groups of children who require special education, updating of services, and re-evaluation of services given with hope of their improvement. Because one dreams it does not follow that he will have his dreams fulfilled. There is a likelihood however that some dreams will finally come true, especially when need is explicitly identified.

Financing of special education within a state should be such that state and federal assistance are available to all districts alike on the basis of need rather than on a competitive basis. Often it happens that the districts that are the best equipped do not even get their share. One role of the State Department of Education is to assist districts in planning so that they may get their share of state support which they need to provide necessary special education for the children for whom they are responsible.

In obtaining needed financing for special education, there should be close cooperation between the State Department of Education and the school districts. Divisiveness among those who have program responsibilities in special education is one of the surer ways to meet defeat when seeking program funding.

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Dr. Ernest Willenberg:

Well, here I am the clean-up man again. I don't think there's very much left to clean up insofar as topics are concerned. I did want to reflect upon a comment made by Hans Mayr. I was quite surprised when he mentioned the significant influence that one teacher had upon his life. The teacher that he named was Dr. Isabel Grant. I had not had any conversation with him previously. I didn't even know that he knew Dr. Isabel Grant. Dr. Grant was a teacher in my department in the Los Angeles City Schools. I think Hans knows that Dr. Grant had become a vice principal, but then she had developed glaucoma and then became blind. So when she was a teacher in my department she was a blind teacher who was teaching the blind and she still had the same fire, the same zest and the same devotion for helping kids even with her own impairment as she must have had earlier in her career. Dr. Grant is now retired and this is typical of her. I think she is in India now working with the handicapped. She goes all over the world as a blind person. This does not seem to encumber her.

When we look at these examples of persons who have this inner fire that means so much to other people, we realize the relative insignificance of some other concerns in education. I would say to you that the real significant variable is the human personality, the significant adult in relationship with that little significant child, he be handicapped or otherwise.

I'd like to talk about some of the major developments in special education that have occurred during the past 20 years. I had to sweat over this topic I was determined to talk about not more than ten major developments and it has been hard on me to reduce the number down to ten. But I'm going to give them to you straight. I know that we're running a little bit late and so I'm not going to do very much elaborating on these ten points. But I want to let you know what I feel to be the ten major developments in special education during the past 20 or so years.

1. Our discovery of what it really means when we say we are providing equal educational opportunities for all children. We have been using this term for years and years and I think that some of us may have thought that what this means is to provide the same kind of educational opportunities for all youngsters. An equal educational opportunity for the handicapped child means that he needs more of whatever it is that's going to make it possible for him to catch up, do what he is capable of doing. It means spending more money, it may mean reducing class size, it may mean hiring a teacher who has specialized preparation. In any event this is now what we're coming to recognize as equalizing educational opportunities for children and we are doing this in order to enable children to experience educational opportunities that will enable them to grow and develop as normally as it is possible for them to do so.

2. The recognition that handicapped children belong to families and in local communities--you see historically we have always said if they're handicapped, let's ship them away, let's ship them off to the institution where they belong. We're coming to the recognition now that these youngsters, too, belong to families and to local communities. They, too, deserve to be reared by parents rather than by institutions and state officials. We recognize of course there are still situations where institutions are essential and these institutions are being provided. Presumably, the institutions are making modifications that accommodate for some of the disadvantages that children encounter when they are removed from their families.

3. The primary mission of special education is to facilitate learning. This wasn't always the case. It used to be that the primary mission of special education was to take kids out of the regular classes so that the regular class pupils could learn better and to give these youngsters a chance where they could be managed better. Custodial care was primarily the function of special education a number of years ago. Now education is the primary function of special education. We are seeking to find better ways to define special needs for these youngsters in order to identify relevant educational contingencies or other interventions appropriate for their individual needs. This relates to the topic that was mentioned yesterday. It used to be the doctors defined who was exceptional for purposes of special education. Now this is being done more and more by special educators.

4. Whenever possible placement of the handicapped within the mainstream of children for the positive influence of normative models of learning and behavior. This relates to the current trends of integrating children to the fullest extent possible. We would not advocate the integration of all handicapped pupils. This would not always work to the best interest of either the handicapped pupils or other children who are not handicapped. We say these children who are handicapped should have as their models children who are normal in physical and intellectual characteristics.

5. Learning theory is coming to have special significance in the selection of materials and styles of teaching. It used to be personality theory that dominated our ways of working with handicapped youngsters. Now we're coming to an era of learning theories. Special educators are taking the lead in emphasizing learning theory versus personality theory as the basis for planning instruction and in applying the art and science of teaching.

6. More than ever before there is an effort to individualize instruction and we need to distinguish between individualized instruction and individual teaching. The two are different. One can individualize instruction for a child who is in a group without teaching him individually. We seek to individualize instruction by freeing the child and teacher from the incumbrances of meaningless grade level designations, restrictive or burdensome grouping, uneconomic use of physical resources and instructional talents in the pursuit of ill-conceived educational objectives.

7. Special educators are becoming professionalized and this is particularly true of the leadership in special education. Professionalization of special educators is having an impact upon the planning and development of programs for exceptional children. There has been a concerted and sustained effort to professionalize the role of the special education administrator and teacher through strengthened programs of professional preparation for their technical assignments.

8. The importance of research and demonstration is being recognized. Research and demonstration programs are being fostered to augment knowledge and technology essential to the spirit of innovation and creativity in educational practice and a lot of this is rubbing off in regular education programs.

9. There are improvements in the administrative organization of special education programs. We are constantly organizing and reorganizing so that we can have more effective structures for administration and supervision of these special programs. You see it at the Federal, you see it at the State, and you see it at the intermediate and local levels. The most recent significant reorganization was that which occurred when the Bureau of Education for the Handicapped was established in the U.S. Office of Education and this reorganization has had a tremendous impact upon special education throughout the United States. We have protections and safeguards now for the distribution and use of Federal funds which we never had before; assurances that when it is said in the law that 15% of the funds for Title III will be used for special education programs that the Bureau of Education for the Handicapped is going to be in there seeing that this is the case and that funds under the Vocational Education Act--the 10% that we mentioned yesterday--will be planned for and used likewise.

10. This is the final one. Our communities are finding ways of absorbing the handicapped after schooling has been concluded. Not as well as we would like but Mr. Beekman gave us examples yesterday of how this is being done. Our citizens are discovering a greater variety of alternatives to bridge the gap between school and a meaningful and rewarding life for the handicapped in the social and economic pursuit of the community. I think we have to recognize this one thing--not all of the handicapped are going to be able to obtain employment in competitive business and industry. We're going to have to find ways of absorbing these persons as adults in the social and economic life outside of the competitive business and industries of the community. This may mean sheltered workshops. It may mean other sheltered employment situations. It may mean community activity centers. These persons who have gone through special educational programs should not have to sit and bide their time. We have great opportunity to do significant things for a very important segment of our population. We mentioned yesterday and on the previous day we talked about a certain 10% of our population. If you consider 10% of the population here in Hawaii that would mean a specific number of persons to you. Nationwide, 10% of our population means 20 million people and 20 million handicapped people is a lot of people in any man's language.

INSTRUCTIONAL MATERIALS FOR SPECIAL EDUCATION.......Dr. Wayne Lance, Director

Northwest Regional
Instructional Materials
Center, University of
Oregon, Eugene, Oregon

It was a rather blustery fall day in 1949 when I walked hesitantly into a four room school in Southern California to observe a master teacher in action with 28 assorted pupils -- many of whom would be considered exceptional. Mr. Fox's dynamic personality was readily apparent as I seated myself in the rear of the room and watched him manipulate the children through various arithmetic and reading drills, a social studies unit, and a recreation period. The ease with which he directed the production was a wonder to behold and I found myself "totally committed" to teaching as a profession.

It was apparent to me that the secret of "good teaching" was to be as much like Mr. Fox as possible. It was as if a theorem had been expounded with conclusive proof and tangible examples. "To be a good teacher emulate Mr. Fox."

Two years later I stood before a class as a student teacher, ready to enrapture the pupils in the guise of Mr. Fox, and low and behold, I discovered that I was not Mr. Fox. Scratch Theorem #I. There must be another answer to good teaching.

After four frustrating weeks of struggling with 32 eighth graders, I was visited by my supervisor who stated that what I needed was materials! An A-V catalog was placed in my hands; I traveled to the IMC and I ordered scores of films, stacks of books, and an ample supply of workbooks. Things went much better for a few days. The kids enjoyed the filmstrips and the books were duly filed in their desks for committee work and free reading. Theorem #2: "Good Teaching is Dependent upon an Ample Supply of Materials -- period."

Now I wish that I could stop here, tell you that all my problems were solved, and that because of my tremendous success I desire to share it with teachers everywhere, became a director of an SEIMC and am now proclaiming to you all that I can guarantee you success in the classroom! -- JUST USE MATERIALS!

The materials helped control the class for awhile -- but I'm not sure what anyone learned. How naive I was. I used materials just because they were there.

Materials, as you well know, are of no particular value apart from educational objectives -- educational objectives expressed in an operational sense. Until a teacher can say, "I want Johnny to correctly enunciate the following one syllable words with an initial consonant m," -- until you can say this, you're really not ready to search for materials.

No, Materials in and of themselves are not the panacea of education.

On the other hand, educational objectives without a means for implementing the objectives are of little value either. So this is where the SEIMC comes into the picture -- we exist to get materials into the classroom. Where materials do not exist, we hope to develop them -- where they require modification we transform them for the particular child involved. This is what we expect to be able to do in the not too distant future. The least we can do at present is to provide you with a selection of some 1500 materials plus professional books, pamphlets, films, etc.

We are sometimes asked, how does an SEIMC classify materials? Do we have 476 materials for the mentally retarded, 237 for the orthopedically handicapped, 128 for the disturbed child? Obviously not! Unfortunately, from the viewpoint of the personnel who prepare our catalog and answer requests from the field, we just can't classify materials in this way. Remember what you've heard so often that it's almost trite: "Exceptional children are not handicapped children -- rather they are children with a handicap." Our materials are for children -- these children have handicaps, but it's not the handicap that dictates the material, rather it's the needs of the child. The point I am making is this -- we do not have an esoteric collection of materials for the disturbed child. We do have many materials to benefit the disturbed child if you will let us know his special needs.

How do instructional materials look from the viewpoint of a child who is unhappy in school? The child who seems to have little success with both academic learning and social interaction? In Samuel Taylor Coleridge's poem, "Work Without Hope," there is a line that reads: "Work without Hope draws nectar in a sieve, and Hope without an object cannot live." It seems to me that many disturbed children view instructional materials as hopeless a task as trying to carry honey in a wire screen. No matter how hard they try, they just can't succeed. Imagine yourself arising on a Monday morning to face a week of trying to carry 30 quarts of honey across a room in a sieve -- only to be chastised for your failure and constantly derided for making such a mess of things. Imagine yourself arising on a Monday morning to face a week of trying to read that which makes no sense -- of trying to complete 50 arithmetic problems that you do not understand -- of trying to complete an academic program made up of normal sized steps when you are only capable of taking small sequential steps.

The panorama of instructional materials is not a pleasant one for many exceptional children.

How, then do we go about improving this panorama and how do we as educators effect change in the scenery? Let me suggest an answer in three parts.

(1) Know what you want,
(2) Know where to look,
(3) Know what to do with the material once you have it.

1) What is it you want?

About once a week we receive a letter at the Center like the following:

Dear Sir:

I am a teacher of slow learning children at Washington School. Please send me all your materials that will be of help to me.

Sincerely,
Mary Smith

These letters are easy to answer -- we just send a catalog. More difficult are letters like this one.

> Dear Sir:
>
> I have a 15-year-old boy in my class who is having difficulty in reading. What materials do you have that will help him?

At least we've narrowed the field to reading, to boys, and to 15 year olds. We could send the Cowboy Sam series, but chances are he's been "reading" these for several years now and is sick of the sight.

This letter is much like my experience in the Navy on an auxiliary vessel. We were good at transporting supplies, but lousy marksmen. I recall a gunnery exercise off the coast of Southern Japan. We dropped a target in the water, steamed around for 30 minutes and fired the 20mm, 40mm, 3", and 5" guns. We never did hit it until the officer of the deck steamed up to within 10 yards and the Captain fired his 45!

Thus, it is in trying to remediate a reading deficiency in a 15-year-old boy if you barrage him with all the materials available. Much better to take aim with a limited purpose weapon and get to the heart of the matter.

Know what you want. Operationalize your objectives.

2) Know where to look --

First, look to your own personal resources. Whether you realize it or not, you are your own best resource. You know the needs of the child, you know his interests, you know your idiosyncrasies, you know the media available in your own school building. Besides, there is nothing quite so rewarding as to see a child succeed on a program or set of materials that you authored. The Hawthore Effect is really working in a situation like this and your enthusiasm is bound to get results. Time and again I have seen the gleam of pride in the eye of the teacher turned inventor when he filled an instructional materials void with work of his own doing.

Of course, this takes time and you only have so much of it. It also takes considerable skill in programming or linguistic training, or arithmetical concept development, in media utilization, or whatever. And after all, why spend 100's of hours developing materials that already exist or that someone else can develop more quickly and with more validity, and so I suggest that you look.

Secondly, look at the resources available to your district. Your local IMC, library, curriculum consultants. Here in Hawaii you can look to your new Special Education Service Center. At the present time, Idaho has established three. Oregon's and Washington's state departments of education are making plans for 5 or 6 within each of their respective states. It won't be long, we hope, until the excellent materials developed by Mrs. Smith in Baker, Oregon are available to every other teacher in the region. If you desire to view 20 materials for teaching social cues to young children, you will only need to request your satellite center to pull them together and then you decide, on the basis of your pupils' needs, and the evaluation accompanying the materials, which of the 20 are best for your child.

Thirdly, look to the NWSEIMC at Eugene. Until the satellites are operationalized, we will serve you in person or via the courtesy of the U. S. Postal Service. We are seeing a substantial flow of materials in and out of the Center each week to points west of Honolulu, north of Fairbanks, east of Pocatello, and south to Ashland. We invite you to come in and look around. We are open MWF until 5:00, TuTh until 8:00 and Saturday 9:00 - 12:00. Today, for your convenience, we are open until 5:00. If you can't come in person, write, giving us catalog numbers and titles of materials desired. If we don't have the material, we will, at your request, attempt to borrow it from one of the other 13 centers in the United States, or try to locate a commercial publishing house who produces the material. Your recommendations for the purchase of new materials are desired -- please consider this a personal invitation to send us your suggestions. Better yet, send us copies of materials that you have developed! and now,

3) Know what to do with the material once you have it.

Chances are, no matter how fine the material -- the soundness of the theory upon which it's based -- the validity of the program -- the qualities of interest -- etc. -- chances are, you'll have to modify it in some respect. The special child who rebels at a full page of material may be able to cope with the same material presented piecemeal, or in some systemized fashion.

You may only be able to use parts of it -- look again at your operational objectives and ascertain which portions are really applicable.

With each piece of material we send out we request that you return a brief evaluation. This helps us and helps other teachers as we compile a concensus sheet on each material.

Your requests for modifications, if they appear justified, will be forwarded to the publisher for his consideration. Let me say at this point that I believe publishers will begin to listen more carefully to what teachers and SEIMC's have to say.

A few minutes ago I asked the question, "How do we improve the special child's view of instructional materials?" I have suggested that we do so by knowing what it is the disturbed child really ought to see, by providing him with the properly designed materials, and by modifying and improving as needed. Five or six people in a SEIMC in Eugene will never be able to do the whole job -- but thousands of teachers pooling their skills through an SEIMC network will be able to progress a great distance.

A great Statesman once said that "The measure of success is not whether you have a tough problem to deal with, but whether it's the same problem you had last year." In 1966-67 the tough problem in the NWSEIMC was one of getting a functioning organization off the ground and in obtaining an adequate selection of materials. In 1968, the problem is one of establishing satellites to get the service to each teacher in the classroom.

In 1969 the problem will be to discover the areas of greatest need in materials development and evaluation. We believe that we have devised a strategy to do this by looking carefully at two sources of data.

(1) Experimentally developed curriculums based on a sound theoretical framework and validated with real kids in real schools. From the curriculum we'll go to the materials that need to be, or have been developed.

(2) The second source of data is our observations of children with learning problems in a University Affiliated Center project and in selected school districts. Careful analysis of video tapes of children performing at specified tasks will present us with some base line data, some rote data, for a take off point in materials analysis.

In 1970 and thereafter we foresee most of our energies devoted to the evaluation and development of materials based on this kind of foundation.

THE NWSEIMC exists to enhance the level of functioning of handicapped children, of troubled youth in our schools, institutions and communities.

We hope that fewer and fewer children will be trying to carry nectar in a sieve in the years to come!

Your Special Education Service Center here in Hawaii is an example of a commendable project to enable teachers to do a better job in serving these handicapped children and youth. Good luck to you in our common endeavors.

THE LEADERSHIP ROLE OF THE COUNCIL FOR EXCEPTIONAL CHILDREN IN SPECIAL EDUCATION........Dr. John Kidd, President, Council for Exceptional Children, National Education Association, Assistant Superintendent, Department of Mental Retardation, Special School District for Education and Training of Handicapped Children, Rock Hill, Missouri

This is my first trip to the islands and I hope to see the major islands before I return next Friday. Several of you have asked about meeting with me as my wife and I move around and those who would like to, please check my schedule with me after this meeting. I'll be glad to give you any time that I have if we can help kids in trouble and kids with special needs, particularly if we can help the Council for Exceptional Children.

I understand that most of you are not very knowledgeable about the Council. For those who are, my apologies. I shall talk to those who aren't and talk in rather a simple way about an organization that's not very simple any more.

Some 40 years ago a group of students and professors, too, at Teachers College of Columbia University of New York City thought it was about time to organize a group of professionals interested in the exceptional child and his education and so the Council for Exceptional Children got started. Eventually it became a department of the National Education Association. At the time it became a department, the National Education Association did not require that one had to be a member of the NEA before one could be a member of one of the departments. But a few years ago a group within the National Education Association, understandably, I think, became concerned that many members of its departments, then numbering 34, were not members of NEA. And a group of them proposed an amendment to the Constitution of the National Education Association which would hold that if CEC were to continue in the department of the NEA it would have to require that all of its members join the NEA. It was very awkward for us to see how this could be done even if the leadership had thought it desirable otherwise because in the Council for Exceptional Children, in addition to many educators, there are medical people, there are psychologists, there are social workers, there are nurses, there are some parents, and there are about 3,000 Canadians. The whole thing didn't make very much sense to us. Several other departments resisted this move and at the NEA Convention in July of 1967 in Minneapolis, we attempted to prevent that amendment being adopted and succeeded though over 60% of the delegates there voted in favor of the amendment. Since it was scheduled to come up in Dallas, Texas again this past July, the department leaders who were concerned, including our own Executive Secretary, Bill Geer, asked that some effort be made to give this subject more intensive study and see if some attempt couldn't be made to work out some of the solutions rather than simply giving us the ultimatum--unify or get out. There was a great piece of work done under the leadership of the executive people in NEA and its president. A series of meetings was held; all sorts of brainstorming went on. Bill Geer was on the special committee to try to come up with a solution and -- to cut this down to a few minutes: in Dallas, Texas there was overwhelming approval of an amendment that permits an organization such as ours four choices instead of two, that is, in or out. It permits us to decide to become a unified department or for us to decide to become a partially unified national affiliate where our officers would have to be officers of NEA and we would have to do certain other things like exchange members of governing boards and so on, or to become an associated organization with relative autonomy or to pull out all together -- completely disassociate ourselves from the NEA. Your Executive Committee, (some of you here are members of CEC -- I know of about six anyway) has decided unanimously, and with Bill Geer concurring, that it would be best for our organization if we choose the third category, that is, the associated organization in which we have relative autonomy, where we can join with NEA where there are common problems and common answers as a confrontation with America about the state of education generally but where we can go our own independent way in seeking to further the cause of the education for exceptional children. The Association for Higher Education, one of the NEA departments, has already chosen that answer and we are recommending to our Board of Governors and our Delegate Assembly to meet in Denver, Colorado in April that the Council for Exceptional Children follow this plan.

Now, one of the reasons we have this kind of feeling about our destiny and welfare in NEA is that NEA in recent years has become increasingly identified with one of its departments--that one known as the Association of Classroom Teachers. The Association of Classroom Teachers has become identified more and more in school districts in the United States, whether in Hawaii or not, I am not in a position to know, as an organization engaging in bargaining about conditions of work, an organization asking recognition as a bargaining agent in some communities in opposition to the union of teachers. The victories have been more numerous for the ACT, that is, the NEA teachers than for the union teachers, but the union teachers have won the elections in a number of cities including the District of Columbia and including New York City. There is nothing wrong with that particularly except the Council for Exceptional Children is not a bargaining agent. Its members are supervisors, administrators, teachers, psychologists and our interest are the kids and their welfare. We are a bargaining agent for kids, we are bargaining agent with the Congress, with the public, with the local school districts to try to get better programs for our gifted kids and our handicapped kids, but we expect ourselves to be represented in the traditional negotiations for conditions of work of professional personnel through the community teachers association or the union that exists in that community we're talking about or some other means. So this whole role is uncomfortable for us and it doesn't mean that CEC contemplates saying to any of its members that you should not belong to NEA. Quite the contrary. We feel our members are perfectly free to choose. If they want to belong to the NEA, that's a separate dues-paying matter anyway, or if they want to belong to the union or if they want to belong to neither. And all three of those are all somewhat beside the point of our interest. Now, it's my feeling that the Governing Board of CEC and the Delegate Assembly will overwhelmingly agree with the Executive Committee's recommendation. We've had enough sampling of opinion, we've encountered no significant opposition. Indeed we've had a resolution passed at the New York Delegate Assembly last April authorizing the Governing Board to go ahead and separate from NEA if we thought it was for the welfare of the organization. But, of course, we're not going to do that. We're going back to the Delegate Assembly.

I feel that it might be appropriate for you to ask some questions about some of the few things I'm going to talk about here. I'm not sure that the machinery is going to permit it but I'll be perfectly pleased if we can move that way and I may get through a bit earlier than you had allocated me time.

One of the things that you need to know, I think, as administrators, most of you, is the great service that CEC can render to you through its publications. Just a title or two from a long list of things you can't get anywhere else and here is one of the most recent ones: "The Principal Works With the Visually Impaired." How about that as a title that would help some of you. We have a whole series coming out along this line of how the principal can be more effective. Or how about this one just off the press two weeks ago "The Role of the Resource Consultant in Special Education." Another one I think many of you would want to see just finished by Orville Johnson and Harriet Blank is "Exceptional Children Research Review." This is a follow-up to the Kirk-Weiner volume on behavioral research of exceptional children. So the many books, pamphlets, monographs, as well as selections of selected convention papers from each of our conventions since Philadelphia, 1962, I believe, which was our first, possibly the year before that, are very important parts of good professional libraries in special education. Then if you are a member of CEC you automatically receive our general journal known as Exceptional Children treating all of the categories as we conventionally think of exceptional children--the gifted and the handicapped. If you are a member of CEC, you may also join one or more of its division. The logical division for you administrators, of course, is CASE, The Council of Administrators of Special Education. CASE has its own additional views and its own newsletter and its own pre-convention activities. If you would go to the Denver convention, for instance, the major convention would start on Wednesday but if you went to the CASE meetings in advance you could get in there Sunday and go about CASE business and fun Monday and Tuesday before the convention because that's a real swinging group, and they are a lot of fun and I think is a remarkably happy outfit. Let me tell you about a little experience of mine and since those who are coming tonight would have to hear me again forgive me for some overlap. When CEC elected me at the St. Louis convention a couple of years ago in the position of leadership, a reporter came out from the newspaper. He didn't know anything about me or the Council for Exceptional Children and he walked around the hotel a little before our meeting time and when I met him he asked me right off, "What's so different about this convention? I have been to a lot of conventions. I haven't seen people behave like this." "What do you mean?" He gave me another clue, too, and I said, "Well, I think you've seen what all of us believe, that this is the happiest bunch of people that ever got together, CEC. The next day on two columns in the St. Louis Post Dispatch "St. Louisan to Head Happy Educators." I've got a gaily colored pin that one of my artists did "Happy Educator," and in the December issue of Exceptional Children I let go a bit on this subject and heeded Charlie Schultz's idea about Snoppy, Lucy and the others and have a few lines under "happiness is" and some of you boys may think I have lost my mind, but I had to go this additional step with CEC identified with happiness and happiness expressed in the way that I attempt to express it for you.

Well, some other ways that CEC is doing great things for you and especially for these kids. In the Federal Congress, there is a habit well-established now that when matters having to do with exceptional children come up the Congress turns to CEC for the major answer and it turns as a bi-partisan party. When the recent act was passed having to do with handicapped children's early childhood education, and by the way that was signed into law September 30, to the best of my knowledge there was not a dissenting vote in either house, and while testimony was heard from the representatives of the National Association for Retarded Children, the Society for the Prevention of Blindness, and several different groups no one else but CEC went in as a three-men task force and sat down in front of the sub-committee with Bill Geer in the middle and one of us to each side and presented the total picture of what we thought should be done in the early education of handicapped. This was the definitive answer; this was the answer along particularly with that of Dr. James Gallagher from USOE that set the stage for this bill to move on through and I think as we look back this is going to be become an important historical breakthrough. I will say more on this subject tonight, not trying to get you to be there but to avoid excessive overlap.

One of the things we're doing that you may not know about that Wayne Lance may have told some of you; Wayne, I hope that I'm not intruding here, but the Special Education Instructional Materials Centers scattered around the nation, some 14 of them now, are entering a phase that from my somewhat naive point of view begins to look like CEC coordination. I don't want to go overboard; I don't mean to be taking them over but this fact does exist. A young man named Don Erickson is in a coordinating role with all of these centers and his office is in the CEC area in Washington. He is looked upon as the coordinate staff member so he is not on CEC's payroll, you know there he is. We are starting a new journal, and I'm continuing the same subject, called "Teaching the Exceptional Children." This will be by subscription, $5.00 a year and a quarterly initially. But this Journal is going to reflect the coordinated product of the 14 instructional materials center, the special ones, that is. And I see emerging, I think, a role for CEC in guiding the evaluation of instructional materials for the gifted and handicapped kids and in disseminating that information to its membership and if George Olsen isn't quite ready for this, Wayne, I'm sorry. But I think it's coming. I hope it's coming and I think this will be a very great step.

What about Congress and the changes we've seen and what's going to happen to us who are concerned particularly about the special child and his needs in school? I said there is only one thing that has any significance even to myself after the election reached the point where first ABC, then CBC predicted the winner would be Mr. Nixon. I said, "Well, if Richard Nixon has learned anything in these years, I think there is one thing he would have to do and that is appoint Hubert Humphrey as Ambassador to the United Nations and to two or three of my colleagues (I said this before five of them at lunch) questioned this a bit and I said no, this is what he has to do. I think this is one thing he must do. I was pleased to see a major commentator in Washington reported in the paper this morning saying the same thing so I'm sure there were several million who said this, but for the moment I felt very daring and very creative. I guess creativity also comes back and slaps you on the face. This one did. But that's part of my thinking about what's happened. Another thing that's happened, of course, is that we've lost Wayne Morse and so you can speak bi-partisan about Wayne. He has been in both parties, you know, Republican and Democrat and often times neither, but Wayne has been a steadfast friend of education and particularly of special education.

The morning paper said that the final vote just looks like he can't possibly come out of it even with all of the absentee ballots and a friend from his homestate confirmed it this morning.

We have, with the kind of bi-partisan support the Congress has given, measures to aid us with special children. I think we have nothing to fear, we're going to miss this man of course, but we have other men--other men who are dedicated to our needs. I notice a young man from Kansas is coming into the Senate and if there is anything that elected him, it was his own physical impairment and his concern with special kids, not only handicapped kids, but gifted kids. I was on the platform with this man recently and I said deliberately for the crowd something about Congress turning as a bi-partisan party to CEC for exceptional kids and their needs. He followed me to the lectern and said, "Dr. Kidd is exactly right. I have seen it. I expect it to continue." I think Yarborough from Texas who has been a member of the committee with Wayne Morse is going to continue to give us great support. We did our little bit in Milwaukee as an Executive Committee of CEC two weeks ago authorizing about six citations to members of the Congress for work already done and of course our desire is that they will work even harder for us. Another little bit we did in Milwaukee at that Executive Committee meeting was to direct our Executive Secretary to give the full support of our central office to a new expanded legislative position statement the TAG. TAG is one of our divisions having to do with education of the gifted and while CEC's legislative statements which has been on the books now since our Portland convention four years ago had gifted in it six or eight times, we have not been able to move ahead in the states or at the Federal level with special project money for the gifted as well as we have for the very established handicapped kids and we feel that the people who are doing this work need help and we're going to try to give it to them and we would not be surprised to see something come out of the next Congress. That is a little bit more definitely aimed at pioneering work in this field as the handicapped children's Early Education Assistance Act is aimed at pioneering work in that field. So we are interested in all of the exceptional children. We have seven divisions that are relating to different types of exceptional children and two divisions that relate to special kinds of personnel--the one I mentioned, the administrators, CASE and the other the teacher educators. That division is known as TED and while not too many people know it I wrote that constitution that reversed the order of the words and came up with TED so if people don't like it they can blame me. Thank goodness not too many people know about it.

Our convention pattern: annually in the spring we have an international convention--Canada and the United States. The next one is in Denver in April, as I have said. But in addition to that we have one or more conventions or special meetings at other times of the year. Traditionally, we've had at least one in the fall and we've called it the Regional Convention as we did in Milwaukee a few weeks ago. That one was for the first time a Regional-Topical Convention. It was limited to about ten states and a province of Canada and the topic was Inter-Agency Cooperation. So it was not really designed for the typical teacher but for administrators and people from agencies other than education and we had over 500 people attend and some excellent programs. Next fall we've decided we're going to have a convention and not call it a Regional and not limited to any particular number of states but have it in another part of the country from the spring before and the spring after. So it's Denver this spring, Chicago next spring, and next December New Orleans, Louisiana, and the topic, "Infant and Early Childhood Education," and we think this is going to be an extremely important event. We're aiming for people of the ilk of Jerome Bruno and B. F. Skinner and others to try and get about everything that is to be known. We expect to capitalize on the Act that I've just mentioned. We expect to publish from that convention a major document in this area of infant and early childhood education. Our Publication Committee and our Early Childhood Education Committee are hard at work on this. The program chairman for that convention will be Dr. Freeman McConnell who is Director of the Bill Wilkerson Speech and Hearing Center in Nashville and who has done noble work with very young auditorally impaired kids--getting some kids to accept hearing aids earlier than most anybody has felt they could, getting kids whose deafness was discovered before age 3 operating well enough to move into first grade and do well at age 6. Some very remarkable work. So we look forward to this one. I hope many of you will be able to attend. The convention pattern continues for the April meeting in such cities as Miami, Atlanta, Dallas, Washington, we're even talking about Atlantic City and everyone would love to have one out here and I hope the time comes before I'm retired that it can be done though I think you will agree that it has to be a few years away. First I think you'll have to have your own active federation of CEC and your own very active chapters of CEC and come up with some great federation programs and then I think you can very well in five or ten years become the base for a fall regional CEC program. In the meantime, among the other things, we're aiming for May of 1969. We're not quite sure whether we're going to make it. If we do, we think it will be held here, but it will involve very few Americans as it will involve non-Americans from the Pacific area. We expect to use some of you and us from the mainland as consultants and in various helpful roles.

The work that you have done here this week, I'm sure you know, has been largely result of Federal funds. Perhaps you do not know that the Federal funding has been largely the result of the work of the Council for Exceptional Children. I think it is a perfectly logical expectation that we'll have another 85 members out of this room in CEC in the next few days and I suggest you get the membership blanks ready. Thank you for permitting me to be with you........

EVALUATION AND GROUP DISCUSSION

Group I

Questions and Reactions

1. Are we moving away from self-contained special education classes?

   Yes, according to Dr. Willenberg. He recommended reading article. "Special Education for the Mildly Retarded -- Is Much of it Justifiable", by Lloyd M. Dunn contained in the September 1968 CEC journal primarily to understand recent trends in special education. He stated that truly mentally retarded children do better in special classes while on the other hand functionally mentally retarded children do better in regular classes.

2. How can we separate organic from the functional retardate using conventional measures?

   We cannot but this topic will be discussed by our consultants tomorrow. However, we have found that teachers do the best type of assessment by working with children for a period of 3-4 weeks. This, he stated, is an expensive method but it may be used with doubtful cases.

   Three echelons of testing he mentioned were as follows:

   a. Regular school testing program
   b. Referrals for psychological examination
   c. Intensive assessment by clinic teacher who is assisted by a psychologist

3. What is your reaction to Dr. Gubser's comment that SLD children do not belong in special education?

   We cannot buy this comment wholeheartedly; it depends upon the type of children and their problems. It is primarily the approach and the type of materials used which determines the child's success.

4. Can you give us some specific curriculum directions for MRE children?

   Authorities discovered 19 categories of special education children and they were trying to provide 19 different curriculum programs for these children which was impossible. One way to do it is to develop sequential steps for MRE and MRT children. There are common strands running through nongraded sequence from 18 months to High School such as the following:

   a. Communicative skills
   b. Quantitative, qualitative
   c. Social Skills
   d. Motor, physical skills

It would be more efficient to put a team into the production of instructional materials rather than into the development of curriculum guides. The key to this is to have enough time to plan activities in a non-graded, sequential curriculum. There are some difficulties encountered in utilizing team approach in schools with only one or two classes. In this approach the compatibility of teachers is most important.

5. Would you include MRT's in this team approach?

   Yes. The ideal program is to have a non-grade regular school situation to integrate special education classes. Your 3 on 2 program is a good direction. For this program resource teachers and resource rooms are desirable. One should concentrate on communication skills in order to get the best mileage out of a youngster.

6. What is the role of the principal?

   It is the principal who makes or breaks the program. Almost any school with a strong principal can have a strong program. Many principals do this in spite of the lack of administrative support; a principal must have strong convictions and strong beliefs.

7. What do you mean by leadership? Is it a subtle thing?

   It is the respect for teachers and a willingness to free teachers to be innovative. It is unrealistic to assume that teachers will all teach the same way. It is essential to have diversity of teaching styles. One common thing running through is the ability to individualize instruction.

   We should not adhere to the belief that small classes will bring about better teaching. It is better to put two persons in a classroom--a teacher's aide and a teacher.

   A principal must not be afraid to take over for a teacher and send her to see someone who is doing a good job and for her to see what is going on in her school. By doing this, you as a strong administrator will let the teacher know that you are interested in her and also you will get to know the children better. In the final analysis the teacher will be better informed about the school's program.

8. Question regarding acceptance of handicapped children.

   It is the principal who sets the tone; establishes a point of view, unequivocal and unambiguous, in accepting these children. The sharing of responsibility of the total school must be defined. The principal must think of special education as part of the total school program and that all teachers are special education teachers for the program permeates throughout the whole school.

9. Are we moving away from arts and crafts curriculum program for MRE's and discovering that these children can learn?

   Yes. The perception of the teacher and the administrator has a great deal to do with the type of program provided for MRE's. Activities must be meaningful to children in terms of their values. Teaching tasks must be realistic for youngsters. Teaching style is crucial.

10. Peer relationships - children being stigmatized.

    The administrator should look at children to see whether or not they have been place accurately. Those children reacting to placement and who are being stigmatized probably are children with learning disabilities. I'd like to point out the important need for continuous reassessment, re-programming, re-evaluation. It is good to question the practice of isolating these children.

11. How can we cope with these children if they are placed in the regular classes?

    It should be done gradually and it would depend upon the child, the teacher, and the resources available. There are now nationally only 25% integration into special classes.

    In State Financing the reimbursement system depends on the problems of handicapped children by categories. The Federal government has a tendency to exclude Learning Disabilities and the gifted. At the present time Federal funds are not provided for children with learning disabilities. Some states also exclude gifted children from special education. In short no Federal funds are available.

12. Planning for Special Program

    There should be a period of one year planning and the State should help a school set up the program. The primary purpose is to educate teachers. It takes about a period of year time to work with the community and the parents especially if one is introducing a new MR program.

Recommendations

1. There should be greater coordination between all districts regarding workshops, services, communication and information.

2. There should be intensive training provided for teachers entering special education during a summer workshop for 5 or 6 credits.

3. Preparation of teacher aides in special education.

4. Preparation of teachers for special education is essential.

5. Total planning of any special program that is to be introduced should be planned at least 1 semester ahead of time.

6. There should be some minimum guidelines developed for the establishment of special classes in terms of materials, equipment (general funding), etc.

7. The State should develop a guide for teaching MRE's. It is suggested we look at Dr. Willenberg's sequential program.

8. Experienced teachers should be selected to teach special education classes -- and supportive help should be given to them.

Do We Need Another follow-up Conference?

The general feeling was we needed a follow-up conference covering the following topics:

1. Integration versus segregation of programs

2. Equalizing needs for special services

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Group II

Recommendations for Follow-Up

1. Topics to cover for the next institute.
    a. By Sections, as MRT Elementary, MRE Secondary, etc.
    b. Include demonstrations using children (video tape class activities at school for replay at institute)
    c. Emphasize curriculum content areas, example: Language Arts
    d. Include panel of master teachers (have substitute money available)
    e. Include some mainland Consultants

2. Dates

   February (two days)

3. Names suggested for planning committee for next institute.
    a. Robert Shibasaki, Principal, Pauoa Elementary School
    b. Kenneth Omura, Staff Specialist, Special Services, Honolulu District

c. Elver Higashi, Staff Specialist, Special Services, Maui District

d. Toshiyuki Hirabayashi, Staff Specialist, Special Services, Kauai District

e. Four principals in steering group

4. Examples of Integration in Schools

No hard and fast rule; program according to needs of particular child.

a. Aiea - Larger School has harder situation just to add children to regular class is not always practical.

b. Pohakea - Children go to special education classes from homerooms and they may stay with group section as in math, P.E., etc. Teachers are cooperating and in close touch with the children.

c. August Ahrens - Handicapped children may go to regular groups for P.E.

d. Pearl Harbor Kai - Handicapped children may go to language arts with regular group after a diagnostic period in center to assess their readiness; MRE room is beside the regular classroom and they go together on field trips.

e. Pauoa - L.D. children are integrated more easily into regular classrooms.

f. Iao - Children are certified but they are not in special class; but they present no problem.

g. Kaneohe - Emotionally handicapped children go to special education classes until 11:00 A.M. then back to homeroom; the younger ones have at least one period in special education classes.

h. Kailua - Resource and crisis center are used which appears hopefully preventive.

i. Wilcox - Younger children plus intermediate children with 3 teachers as a team; girls - boys-MRT in gardening, home economics.

Problems

1. Sometimes objectives of integration are not met, for children are stigmatized in special education class.

2. No time to explore other possibilities when Vice Principal is taken away to take care of special education problems.

Recommendation

All schools with special education classes should have a vice principal and a counselor. There is a need also for services of psychologist, etc.

What is the future of our Special Education Resource Center?

1. In-service training

2. Schools should request field services

3. Oregon's Northwest Regional Center could help with workshop to develop materials; curriculum guide, etc.

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Group III

1. A question was raised regarding the validity of the assumption that special education requires specialized education and knowledge. It was the general consensus that the assumption is valid on the basis that good special education teachers would need extended specialized knowledge and facilities.

2. How would it be possible to develop acceptance of special education programs by total staff?

    a. Adequate compensation for special education programs

        (1) Scholarship for a teacher training program

        (2) A differential in salary for special education teachers

    b. Provision of adequate facilities

    c. Provision of adequate staffing

        (1) "Educational assistant" with adequate training

        (2) The educational assistants should be supportive to the teacher

        (3) Clarification of requirement and classification of educational assistants in civil service or in DOE

3. Questions to Consider

    a. Should the Jr. High Special Education programs be self-contained or integrated?

b. What requirements are there in the selection of paraprofessionals (educational assistants) and are they to be governed by policies of the civil service or DOE?

c. What is the need for articulation of Special Education - K-12?

d. What is the need for uniformity in the awarding of recognition of Special Education program for graduates -- diplomas?

e. How are we to develop an attitude of greater acceptance of special education?

f. How important are parent conferences?

g. What is the need in the identification of students with special educational problems?

h. Should the MRT's be part of the public school system?

4. Point of reference in identification

It is not a question of assisting the teacher in the identification of special education children but it is a matter of doing a job that must be done.

a. Suggested approach to identification

(1) Use of the team approach by developing a spirited staff where teachers are not hesitant in discussing and seeking better ways of working with students, e.g., regularized case conferences.

(2) Utilize the resources within a school before initiating a formal referral.

(3) Role of principal

(a) He should be a manager--coordinates and arranges for resource personnel to help in the identification of problems.

(b) He should request the District Superintendent for release time to enable teachers to attend in-service training program.

b. Concerning the problem of labeling children

(1) We need to move away from use of label to create a more positive attitude regarding special education classes. Thus we should move away from use of labels in the referral process.

5. a. Is it the responsibility of the schools to provide vocational training. (Pre-vocational, placement, counseling)?

b. Vocational-Rehabilitation has been providing vocational training services but recently it has expanded its services by lowering the age requirement for services.

c. There is evidence of the close-working relationship between DOE and Vocational Rehabilitation.

d. The local secondary schools do have programs in work experience.

e. Problems

(1) Limitation of funds and personnel

(2) Coordination of services, identification and availability of such services to aid schools

6. Integration or segregation

a. School A - segregated homeroom

b. School B - self-contained for years; then a gradual move to integrate; there is no great desire to be integrated. This is too late. Suggestion: Integration should be started in early elementary grades. A child should be individually integrated. (School C found similar reaction at high school level)

Query: What becomes the role of special education teacher whose children are integrated?

> The teachers remain at home base for she still has children although some are in the regular classes at various times.

Query: Is integration at intermediate level too late?

> It might depend on the teacher. One who accepts the MR or exceptional child helps him to alleviate his feelings of insecurity.

Query: Can these children really be integrated? Viewed as "lolo kids" by others?

> We need to find a better way to refer to such children. The present labeling practices do not fool the children. It becomes a self-fulfilling hypothesis--one who is labeled as an MR will function as an MR. The idea is to provide for those who cannot adjust to the regular school situations until such time as they can begin to function in a regular classroom. As special education teachers become professionalized, the quality of special education should improve.

Query: Have we done something that results in the need for such specially segregated classes?

There are generally two aspects:

1) Emotionally disturbed children can be changed.

2) Mentally retarded youngsters can become isolated even in an integrated class. There is a place for segregated schools to enable youngsters to adjust and to operate. There is a need to change old ingrown attitudes and patterns among professionals, which constitute a major problem.

Query: If administrators provide real services to teachers and children in the school, will they require status?

This is true not only among special education teachers but among teachers in regular classes. There are some resistance encountered in integration.

7. Regarding the changing needs which affect administration and expansion of special education programs.

There should be better identification procedures to justify the requests for support in personnel and material. There should be integration in selective classes on basis of students' wishes. There are changing needs in rural and isolated communities. Their special education needs should be provided for. We have concentrated up to now on the MR's. We need to focus also on all children with handicaps. Some provisions are now made, but there is need to provide more help. Why do teachers feel as they do toward special education children? Integration apparently makes the load of special education lighter. It equalizes opportunity for special education children.

Query: What is the mortality rate of teachers in special education?

10% a year, 25% a year for EMR.

Query: Should teacher of TMR be assigned to such responsibilities for more than 3 years?

It is not realistic to assume that special education teachers would like to have the same assignments permanently. They need perspective and a change of assignment for there is a need to give support to these teachers. There is a need for special help for all children with special needs; such as emotionally disturbed, withdrawn, etc.

8. Facilities, equipment, and supplies

a. Centralized purchase to cut down cost.

b. Need for equipment for self-instruction.

c. Appropriate facilities are necessary for an effective special education program.

9. Recommendations

The conferences has succeeded in causing some to look more carefully at special education needs. Others may also look at the program from a changed perspective.

a. Follow-up conference should be in the month of April -- 3 days.

b. Topics to be selected should be thoroughly discussed for relevance.

c. Planning should be done by the same people.

d. It should be a State sponsored conference.

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Group IV

Quest - Concerning the problem of training of teachers for special classes what can districts do in addition to meeting with difficulties in getting trained teachers in Special Education and what are some of the alternatives?

1. One track system for the hiring of para-professionals in special education.
2. In-service (training) education for teachers.
3. Multiple classrooms set up with some experienced teachers and new teachers.
4. Grants to teachers through superintendent for teachers at rural schools.
5. NDEA institutes.

Trend in work experience program

An integrated program that is assimilated into the total school program with ½ day work in or out of school with school supervision. For seniors with full-time work during the day and for them to attend some classes under school supervision either in late afternoons or evenings. During the senior high year students should be scheduled in classes where they can carry the work load adjusted to their academic needs. Special Education teachers should act as a counselor and as a main school contact. Student move generally from a sheltered situation to a less sheltered situation to world.

Problems related to integration into classes.

1. Grading
2. Scheduling
3. Opportunities for work experiences

What is role of school and of Vocational Rehabilitation?

1. Counselors of both agencies must work together and not apart from each other.
2. The DOE should co-operate with D.V.R. for funding, etc.
3. The DOE should also co-operate with other private semi-private groups concerned with the welfare of handicapped children.

What about the fine line between certification and support for programs for fine line students?

1. Diagnostic teams
2. Direct support to teachers--prescriptive activities.

What about modified curriculum--how much math? social studies? etc.?

1. There is no one way to teach students.
2. Differentiated experiences for individuals seems appropriate.
3. School administrator is the key to the problem in determining the type of curriculum that is to be offered.

Teaching identification of handicapped students to teachers.

1. Principal should be oriented to teach needs for early identification.
2. Work with secondary teacher to look outside subject area.
3. Sensitize teachers to be better observers--in service.
4. Close planning relationship with teacher--principal.

Other things to consider are the need for assistance in interpeting data and translating data for teachers to work with students. There is need for programs in which teachers, parents, administrators have confidence. State and districts need to develop supportive assistance to teachers for identification of handicapped children and it must be followed through. There is a need for cooperation with other agencies--(D.M.H., P.H.N., D.S.S., D.V.R.) in this area of identification.

A principal of a school is important in giving support to teacher and parents. In the final analysis assessment is frequently re-assessment and performance is the best type of assessment.

In educational planning what has been done for handicapped children?

1. Dropouts--unmotivated--emotionally disturbed
    a. Courage to move in realistic areas--out of regular channel for youngster.
    b. Drop-in program--summer--more immediate realization of goals.
    c. Greater student involvement in determining goals and programs.
    d. Greater emphasis on vocational counseling.

Recommendations for next institute

1. More teacher involvement with consultants.
2. Teachers--administrators and consultants be involved.
3. Through the District committee work to implement--District Representatives should meet and consult for follow-up conference.
4. Bring consultants with materials to the field.
5. Work at district level - one representative from each district work with Dr. Kawahara to plan activities for further action.

EVALUATION OF P.L. 85-926 TRAINING INSTITUTE PARTICIPANTS

November 6-8, 1968

There were 111 registered participants at the Training Institute of which 75 submitted evaluation sheets. This report is based on these 75 who submitted evaluations.

Geographical Representation:

Honolulu District	22	Hawaii District	16
Central Oahu District	6	Maui District	8
Leeward Oahu District	10	Kauai District	5
Windward Oahu District	7	State Office	1

Area of Assignment:

MRE-Elem.	41	SLD-Sec.	8
MRE-Sec.	38	MRT-Elem.	14
EH-Elem.	10	MRT-Sec.	1
EH-Sec.	5	Others	12
SLD-Elem.	15		

	Percent of Response				
Training Institute Elements Evaluated	Excellent	Very Good	Good	Fair	Poor
To what degree would you evaluate and rate the total institute?	13	47	12	3	-
To what degree were the objectives of the institute met?	6	38	27	3	-
To what degree did the following presentations help you in gaining useful information:					
1. "How Special is Special Education" - Dr. Hans Mayr	12	32	24	5	-
2. "Reaction Panel" to the above presentation	12	28	28	4	-
3. "Learning Process and Educational Planning"- panel discussion	15	31	21	5	-
4. "Occupational Training for the Handicapped" - Mr. Marvin Beekman	17	39	14	4	-
5. "Trend in Identification of Handicapped Children" - Dr. Ernest Willenburg	14	28	27	3	2
6. "Trends and Issues in Administration and Supervision of Special Education" panel discussion	19	33	19	2	-
7. "Instructional Materials for Special Education" - Dr. Wayne Lance	18	39	12	2	-

Training Institute Elements Evaluated	Percent of Response Excellent	Very Good	Good	Fair	Poor
Rating of Excursion					
1. Pearl Harbor Kai	6	10	10	-	-
2. Lanakila Craft	10	8	3	1	-
Rating of physical facilities of the meeting place	36	24	14	-	-
Evaluation of administrative arrangements, registration, attendance, lunch and coffee	40	31	4	-	-
Rating of scheduling, timing and time allocation of sessions	18	27	16	4	-
Reactions to the group participation (of group you attended)	13	32	19	6	4

PARTICIPANTS

GROUP I

Name	District	Position and School
Chairman: deSilva, Mrs. Frances C.	Hawaii	Principal, Kapiolani Elem.
Agcaoili, Santiago A.	Leeward	Vice Principal, Pearl City Elem.
Agpalsa, Elaine	Central	Vice Principal, Pearl Harbor Kai
Akana, Albert B.	Hawaii	Principal, Honaunau
Chun, Kaliko B.	Honolulu	Principal, Kauluwela
Dunning, Francis S.	Honolulu	Principal, Diamond Head
Ezaki, Minoru	Honolulu	Principal, Liliuokalani
Hashimoto, Henry	Kauai	Principal, Kapaa Elem.
Honma, Hiroshi	Honolulu	Vice Principal, Pauoa
Ikeda, Kazuo	Honolulu	Principal, Kalihi Elem.
Ikeda, Koji	Maui	Principal, Kaunakakai
Kajiwara, George T.	Leeward	Vice Principal, Maili Elem.
Kawakami, Bertha C.	Kauai	Principal, Kekaha
Kawakami, Osamu	Maui	Principal, Paia
Kubo, Harlan T.	Hawaii	Principal, Hilo Union
Lum, Fenton	Leeward	Principal, Pearl City Elem.
Mant, Barbara S.	Windward	Vice Principal, Kainalu
Matoi, Susumu	Maui	Principal, Wailuku Elem.
McCartney, Lois T.	Honolulu	Spec. Ed. Supvr. L. D. Program
Mitsuka, Roy M.	Central	Principal, Wahiawa Elem.
Moriyama, Margaret	Leeward	Vice Principal, Pearl City Kai
Murphy, Estelle W.	Honolulu	Principal, Kahala
Omoto, Russell	Maui	Principal, Puunene
Oshita, Kazumi	Hawaii	Principal, Konawaena Elem.
Saito, Mary Ann	Leeward	Vice Principal, August Ahrens
Tenga, Eishin	Honolulu	Vice Principal, Kaiulani
Uchiyama, Fusao	Honolulu	Administrator, Special Schools
Walker, Ruth E.	Hawaii	Vice Principal, Waiakeawaena
Wong, Rose T.	Honolulu	Vice Principal, Kaewai
Yoshimori, James S.	Windward	Principal, Hauula

GROUP II

Chairman: McCarthy, Mr. John E.	Central	Principal, Pearl Harbor Kai
Chung, Lawrence	Central	Vice Principal, Wahiawa Elem.
Craig, Thelma	Honolulu	Principal, Kaiulani
Eta, Chiaki	Central	Vice Principal, Haleiwa Elem.
Higashi, Elver S.	Maui	Curriculum Specialist, Spec. Ed.
Hiranaka, Violet T.	Honolulu	Vice Principal, Liliuokalani
Hosaka, Karen S.	Leeward	Vice Principal, Pohakea
I, Gabriel	Kauai	Vice Principal, Wilcox Elem.
Izumoto, Toshimi Y.	Honolulu	Principal, Jefferson
Janssen, Armond	Maui	Principal, Iao
Kurasaki, Isami	Leeward	Principal, August Ahrens
Kurokawa, Kenneth	Honolulu	Principal, Kalihikai
Liu, Edwin Y. C.	Hawaii	Principal, Waiakeawaena
Lum, Roland	Honolulu	Vice Principal, Lunalilo

GROUP II (continued)

Name	District	Position and School
Masatsugu, Alice	Honolulu	Vice Principal, Lanakila
Miyajima, Mitsuo	Kauai	Principal, Eleele
Moore, Robert K.	Leeward	Principal, Waianae Elem.
Murayama, Leonard	Windward	Principal, Kaneohe, Elem.
Nakama, Henry S.	Honolulu	Principal, Kaewai
Nekoba, Yoshio	Hawaii	Principal, Holualoa
Nishikawa, Rene	Honolulu	Spec. Ed. Supvr.
Selig, Marion	Windward	Vice Principal, Kailua Elem.
Shibasaki, Robert M.	Honolulu	Principal, Pauoa
Soares, Alvin B.	Maui	Vice Principal, Kam. III
Tsui, Sik Kum	Honolulu	Principal, Pohukaina
Uto, Kaoru	Central	Principal, Aiea Elem.
Watanabe, Masami	Hawaii	Principal, Naalehu
Zenger, Alice	Leeward	Principal, Makaha Elem.

GROUP III

Chairman: Miyahira, Mr. Francis	Windward	Principal, Kailua Inter.
Aratani, Roy	Central	Principal, Aiea Inter.
Endo, Robert T.	Central	Principal, Wahiawa Inter.
Hamada, Yoshiko T.	Windward	2nd Vice Principal, Kailua Inter.
Hayashi, Edward T.	Hawaii	Principal, Keaau Elem & Inter.
Hirabayashi, Toshiyuki	Kauai	Staff Specialist, Spec. Serv.
Honda, Randall	Windward	Vice Prin., Kalaheo Hillside Inter.
Kamemoto, Mitsugi	Honolulu	Vice Principal, S. B. Dole
Kurashige, James T.	Hawaii	Principal, Kalanianaole Elem. & Inter.
Leong, Sam	Hawaii	Vice Principal, Hilo Inter.
Mitsuo, Stanley	Honolulu	Principal, Kalakaua
Mizuno, Amy	D.S.S.	Teacher-in-Charge, Olomana
Morikawa, Stanley	Hawaii	Principal, Waimea Elem. & Inter.
Murakami, Wallace	Leeward	Principal, Highlands Inter.
Nagasako, Kengo	Hawaii	Principal, Waiakea Inter.
Ogata, Robert M.	Leeward	Principal, Ewa Beach Inter.
Shigemoto, Herbert T.	Windward	Principal, Kalaheo Hillside Inter.
Takenaka, Howard I.	Honolulu	Principal, S. B. Dole
Tanouye, Tokinori	Honolulu	Principal, Linekona
Watanabe, Howard T.	Honolulu	Vice Principal, Washington
Watanabe, Shinichi	Honolulu	Principal, Central Inter.
Wong, James H.	Honolulu	Principal, Jarrett Inter.
Yamada, Yoshitsugu	Leeward	Principal, Waipahu Inter.
Yoon, Kenneth M.	Leeward	Staff Specialist, Spec. Serv.

GROUP IV

Chairman: Toma, Mr. Edmund K.	Honolulu	Principal, McKinley High
Barrett, G. Howard	Windward	Principal, Kahuku High & Elem.
Chuck, Harry	Hawaii	District Supt.
Cupit, William G.	Leeward	Vice Principal, Waipahu High
Forbes, Fritz W.	Hawaii	Curriculum Specialist, Spec. Ed.

GROUP IV (continued)

Name	District	Position and School
Hazama, Michael M.	Maui	Principal, Baldwin High
Higa, Thomas T.	Hawaii	Vice Prin., Kau High & Pahala Elem.
Hirose, Roy	Maui	Vice Principal, Maui High
Hoak, Hazel E.	Maui	Principal, Molokai High
Horiuchi, Herbert	Hawaii	Principal, Kohala High & Elem.
Hustead, Rodney	Kauai	Principal, Waimea High & Inter.
Ichiriu, Edwin	Maui	Vice Principal, Lahainaluna high
Kato, James H.	Hawaii	Vice Prin., Laupahoehoe High & Elem.
Kimura, Morris	Hawaii	Principal, Konawaena High & Inter.
Kojima, Yoshio	Kauai	Waimea Educ. Complex Manager
Kondo, Sueo	Hawaii	Principal, Laupahoehoe High & Elem.
Matsukawa, Joe	Honolulu	Vice Principal, McKinley High
Miyoshi, Isamu	Kauai	Principal, Kauai High
Nakai, Thomas	Honolulu	Vice Principal, Farrington
Omura, George	Hawaii	Principal, Honokaa High & Elem.
Omura, Kenneth A.	Honolulu	Curriculum Specialist, Special Serv.
Ono, Harry T.	Central	Vice Principal, Leilehua
Shikada, Ichiro	Hawaii	Vice Prin., Konawaena High & Inter.
Tamaribuchi, Albert Y.	Hawaii	Principal, Kau High & Pahala Elem.
Wong, Sau Hoy	Hawaii	2nd Vice Principal, Hilo High

OTHER PARTICIPANTS

Ige, Philip
Wygant, Alice
Yamamoto, Stanley
Yonezaki, Richard

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION BRANCH
STATE OF HAWAII
STAFF MEMBERS

Dr. Hatsuko F. Kawahara, Director, Special Education Branch

Mr. Koozo Okamoto, Special Assistant For Planning

Mr. William Fujikawa, State Program Specialist, Mentally Handicapped

Mr. Lester Tomokiyo, State Program Specialist, Speech & Hearing

Mrs. Mary Medairy, Clinic Teacher, Special Education Services Center

Miss Dorothy Phillips, Speech & Hearing Teacher, Special Education Services Center